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

Speaking

Introduction

What do the five types of speaking questions look like?

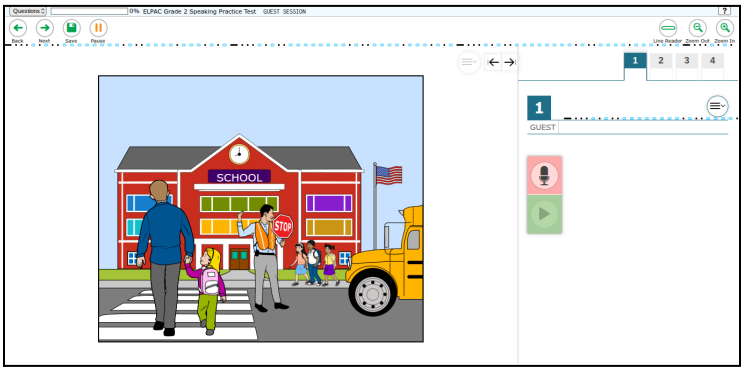
1. **Talk About a Scene**
    - The student is presented with an illustration of a familiar scene. The test examiner first asks two who, what, when type questions about the scene. The test examiner then administers two items intended to generate longer responses.
2. **Speech Functions**
    - The student states what they would say in a situation described by the test examiner.
3. **Support an Opinion**
    - The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.
4. **Retell a Narrative**
    - The student listens to a story that follows a series of pictures, and then the student uses pictures to retell the story.
5. **Summarize an Academic Presentation**
    - The student listens to an academic presentation while looking at related pictures. The student is prompted to summarize the main points using the illustrations and key terms, if provided.

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1. Talk About a Scene

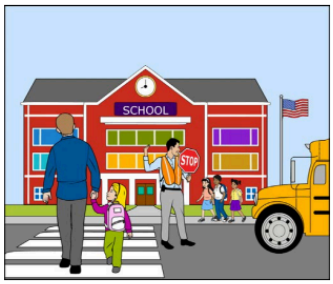
ELPAC Example Question:

Student View



Parent/Administrator View

GRADE 2 SPEAKING—Talk About a Scene School Arrival / Questions 1–4 ■ 24



No.	Item	Score 0	Score 1
	SAY **Look at the picture. I am going to ask you some questions about it.**	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	SAY **Where are the children going?** NEXT	**Anchor:** ○ No entiendo.	**Anchor:** ○ To school.
2	SAY **Who is holding the little girl's hand?** NEXT	**Anchor A:** ○ Bus. **Anchor B:** ○ Stop sign.	**Anchor A:** ○ The dad. **Anchor B:** ○ The man/person.

No.	Item	Score 0	Score 1	Score 2
	For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	Point to the crossing guard. SAY **What is the crossing guard doing?** NEXT	**Anchor:** ○ Doing?	**Anchor:** ○ Making sure, umm, they don't go until, umm, he back.	**Anchor A:** ○ Holding the stop sign. **Anchor B:** ○ Telling the bus to stop.
4	SAY **What is the bus doing?** NEXT	**Anchor A:** ○ Walking on the sidewalk. **Anchor B:** ○ Holding hand.	**Anchor:** ○ Umm, also he has, umm, does he have . . . wheels?	**Anchor A:** ○ Umm, dropping off the kids at school. **Anchor B:** ○ Stopped. [Examiner: Tell me more.] Umm, the bus is carrying children to school.

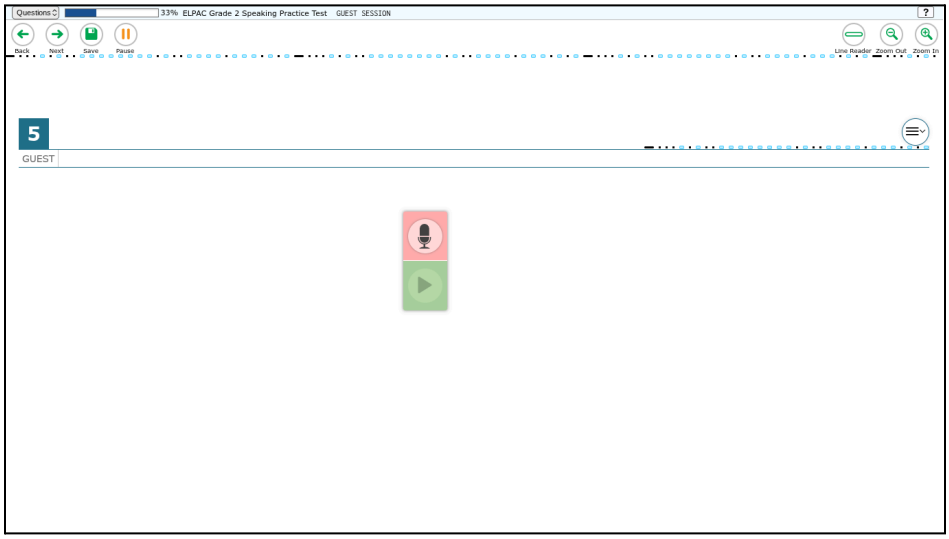
Create your own "talk about a scene" questions:

1. **Choose a detailed picture** of a familiar second-grade scene, such as a classroom, playground, park, library, grocery store, museum, or neighborhood.
2. **Ask two simple questions** about details in the picture.
    - *"Who is using the computer?"*
    - *"What are the students doing?"*
    - *"When do you think this is happening?"*
3. **Ask two open-ended questions** that encourage your child to speak in complete sentences.
    - *"Describe what is happening in the picture."*
    - *"What do you think might happen next?"*

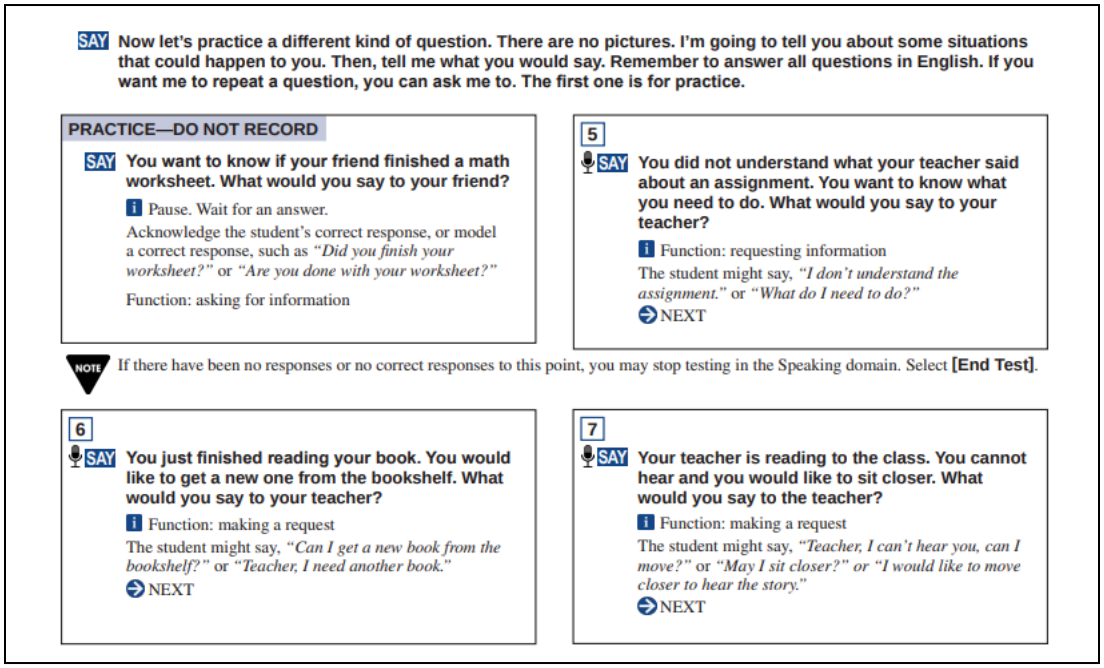
2. Speech Functions

ELPAC Example Question:

Student View



Parent/Administrator View



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. The first one is for practice.

PRACTICE—DO NOT RECORD

SAY You want to know if your friend finished a math worksheet. What would you say to your friend?

Pause. Wait for an answer.

Acknowledge the student's correct response, or model a correct response, such as *"Did you finish your worksheet?"* or *"Are you done with your worksheet?"*

Function: asking for information

5

SAY You did not understand what your teacher said about an assignment. You want to know what you need to do. What would you say to your teacher?

Function: requesting information

The student might say, *"I don't understand the assignment."* or *"What do I need to do?"*

NEXT

NOTE If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select **[End Test]**.

6

SAY You just finished reading your book. You would like to get a new one from the bookshelf. What would you say to your teacher?

Function: making a request

The student might say, *"Can I get a new book from the bookshelf?"* or *"Teacher, I need another book."*

NEXT

7

SAY Your teacher is reading to the class. You cannot hear and you would like to sit closer. What would you say to the teacher?

Function: making a request

The student might say, *"Teacher, I can't hear you, can I move?"* or *"May I sit closer?"* or *"I would like to move closer to hear the story."*

NEXT

Create your own “speech functions” questions:

1. **Describe a real-life situation** your child might experience at school, home, or in the community.
2. **Ask what they would say** in that situation.
    - *"What would you say if you wanted to borrow a pencil?"*
    - *"What would you say if you accidentally bumped into someone?"*
    - *"What would you say if you wanted to join a game at recess?"*
3. **Encourage polite and complete responses** that fit the situation.

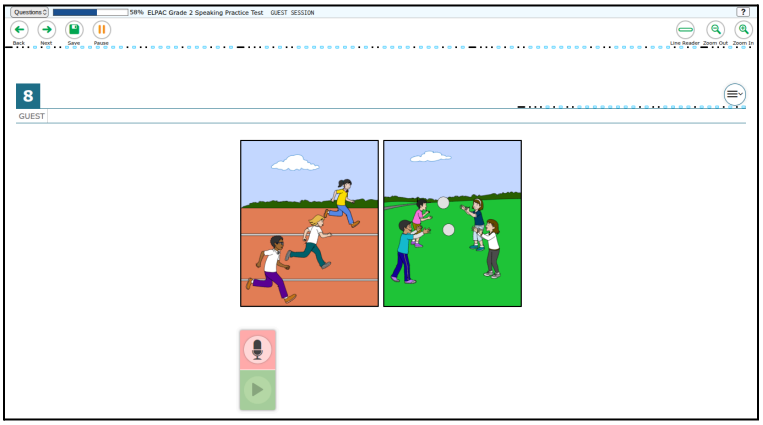
Tip: Practice different situations that involve asking, thanking, apologizing, inviting, or requesting help.

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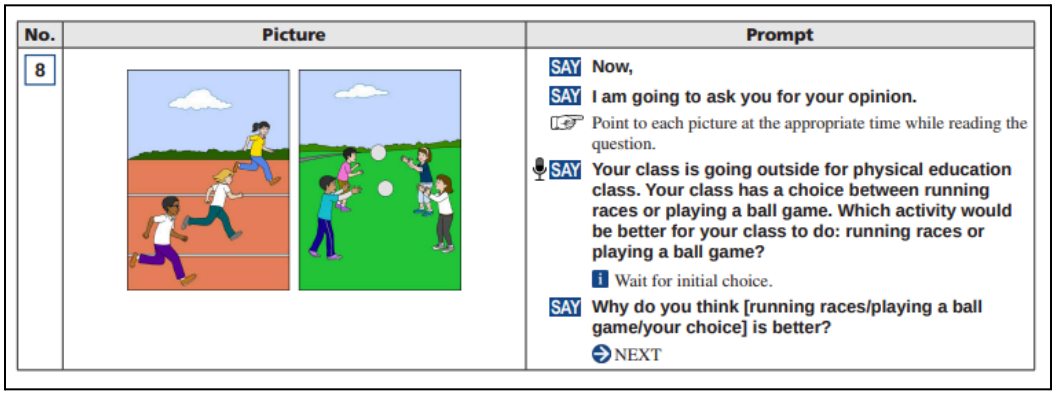
3. Support an Opinion

ELPAC Example Question:

Student View



Parent/Administrator View



No.	Picture	Prompt
8		SAY Now, SAY I am going to ask you for your opinion. Point to each picture at the appropriate time while reading the question. SAY Your class is going outside for physical education class. Your class has a choice between running races or playing a ball game. Which activity would be better for your class to do: running races or playing a ball game? Wait for initial choice. SAY Why do you think [running races/playing a ball game/your choice] is better? NEXT

Create your own “support an opinion” questions:

1. **State a short introduction to the approaching choice** (2-3 sentences) while showing **2–3 related pictures**.
2. **Ask your child to choose between two options** from the story.
    - *"Would you rather work alone or with a partner?"*
    - *"Which activity would you choose?"*
3. **Ask your child to explain their choice** using details from the story or their own experience.

Tip: There is no right or wrong answer. The goal is to choose an option and support it with clear reasons.

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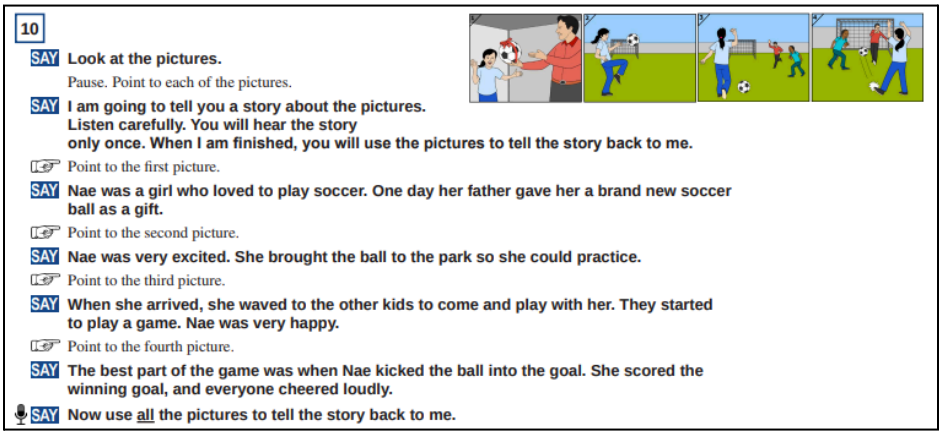
4. Retell a Narrative

ELPAC Example Question:

Student View



Parent/Administrator View



Create your own “retell a narrative” questions:

1. **Read a short story** (8–10 sentences) while showing **3–4 pictures** in order.
2. **Ask your child to retell the story** using the pictures as a guide.
3. **If needed, give simple prompts.**
    - *"What happened first?"*
    - *"What happened next?"*
    - *"How did the story end?"*

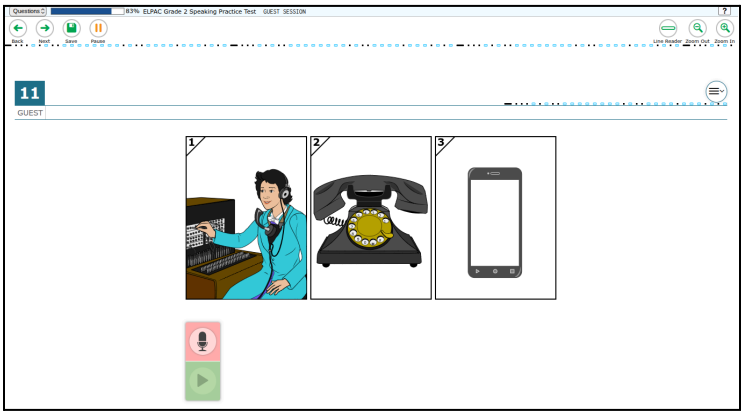
Tip: Encourage your child to include the important events in order using complete sentences.

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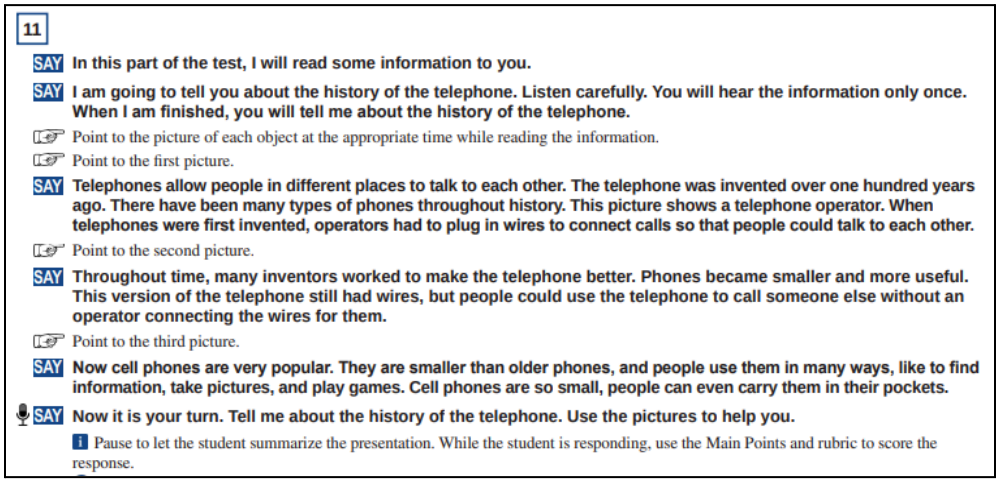
5. Summarize an Academic Presentation

ELPAC Example Question:

Student View



Parent/Administrator View



Create your own “summarize an academic presentation” questions:

1. **Give a short presentation** (8–12 sentences) about a second-grade topic while showing **2–3 related pictures**.
2. **Teach several important facts** and introduce a few key vocabulary words.
3. **Ask your child to summarize** what they learned using the pictures and key words to help them remember.

Tip: Encourage your child to explain the main ideas in their own words instead of repeating every sentence.

Copy and Paste prompt for a live AI practice conversation:

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 Second Grade ELPAC-style speaking with my child. Act as a friendly ELPAC-style speaking examiner during a live audio conversation. First ask which task type the parent wants to practice: **Talk About a Scene, Speech Functions, Support an Opinion, Retell a Narrative, or Summarize an Academic Presentation.** If one is chosen, practice only that section with approximately 4–5 activities; otherwise, begin with Section 1 and continue in order. Do not present all activities at once—ask one question or prompt at a time, wait for the child to answer, and keep everything appropriate for a second-grade English learner.

SECTION 1: TALK ABOUT A SCENE

Create 4–5 detailed, familiar second-grade scenes that could be illustrated, such as a classroom, playground, library, park, museum, neighborhood, or grocery store. Describe one scene at a time, then ask two simple Who, What, or When questions about clearly stated details, followed by two open-ended prompts that encourage the child to describe, explain, predict, or tell what they would do.

SECTION 2: SPEECH FUNCTIONS

Create 4–5 real-life situations that a second-grade student might experience at school, home, or in the community. Present one situation at a time and ask what the child would say, focusing on requesting help, asking questions, apologizing, thanking, inviting, making requests, or responding politely. Wait for the child's response and provide an example response for the parent afterward.

SECTION 3: SUPPORT AN OPINION

Create 4–5 short literary stories, each 8–12 sentences, with three imagined supporting pictures. Read one story at a time, then ask the child to choose between two stated

options from the story and explain their choice using reasons and details from the story or their own experience.

SECTION 4: RETELL A NARRATIVE

Create 4–5 short stories, each 8–12 sentences, with 3–4 imagined supporting pictures. Describe the picture sequence, read the story aloud, and then prompt the child to retell what happened in the correct order using the pictures as support.

SECTION 5: SUMMARIZE AN ACADEMIC PRESENTATION

Create 4–5 short academic presentations, each 8–12 sentences, about second-grade topics such as life cycles, habitats, weather, landforms, communities, maps, Earth and space, plants, animals, or healthy habits. Include 3–4 imagined supporting pictures and key vocabulary, then ask the child to summarize the main ideas using the pictures and key terms.

LIVE CONVERSATION RULES

Use age-appropriate vocabulary and complete, easy-to-understand sentences. Ask one question or prompt at a time and wait for the child's response. Give brief, encouraging feedback, encourage extended spoken responses, and do not give answers unless the child asks for help. Begin with Section 1 and guide the child through one activity at a time.

LANGUAGE USE

Conduct the ELPAC practice in English and encourage the child to listen and respond in English. Parents may speak to the AI in their preferred language, and the AI may briefly clarify directions in that language when needed, but return to English for the actual practice and the child's responses.

WHEN PRACTICE IS COMPLETE

After the planned 4–5 activities are finished, ask whether the parent would like more practice. If yes, offer another 4–5 activities from any section they choose.

Step 2: Select the speaking mode button and begin conversation

