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

Reading

Introduction

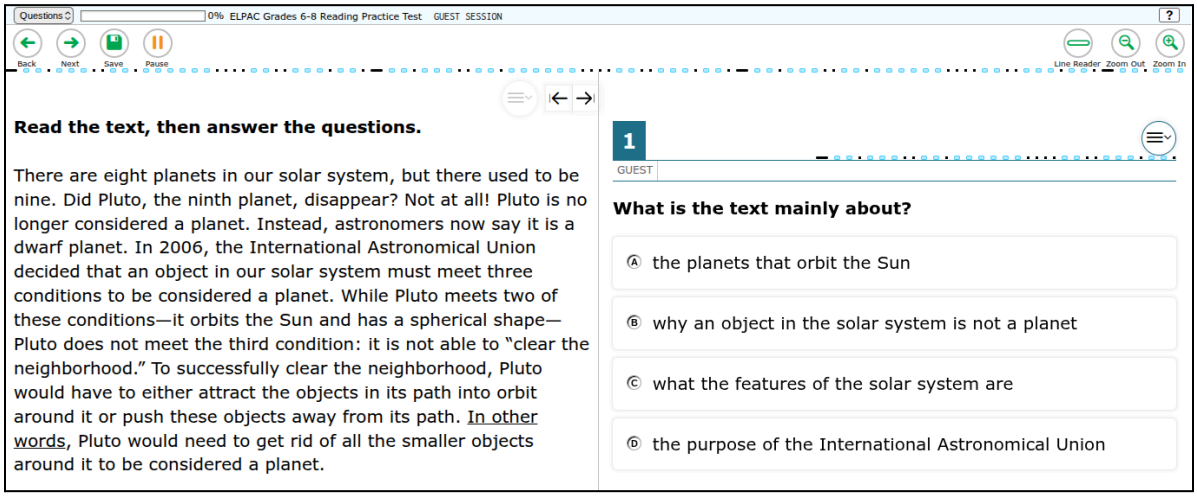
What do the four types of reading questions look like?

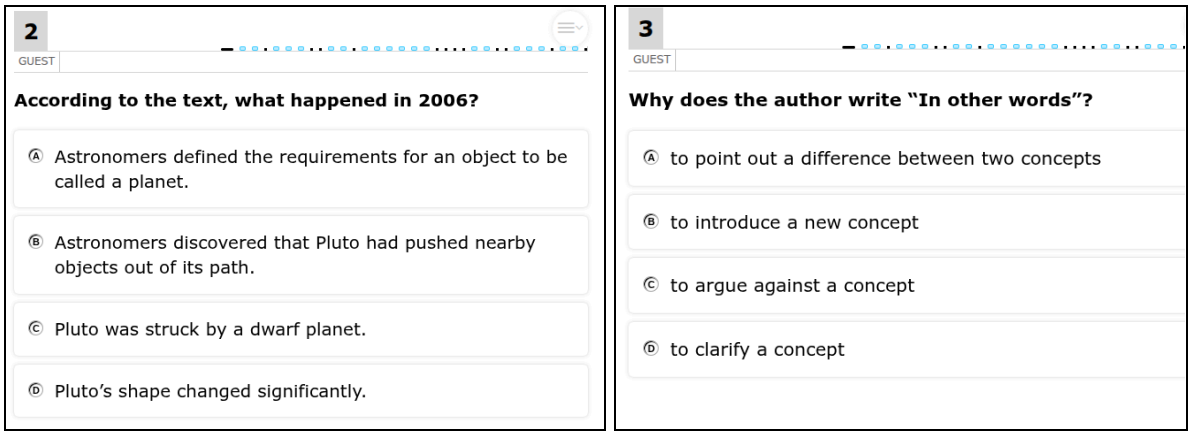
1. **Read a Short Informational Passage**
    - The student reads a short informational text and answers multiple-choice questions related to the text.
2. **Read a Student Essay**
    - The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.
3. **Read a Literary Passage**
    - The student reads a literary passage and answers multiple-choice questions related to the text.
4. **Read an Informational Passage**
    - The student reads an informational text and answers multiple-choice questions related to the text.

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1. Read a Short Informational Passage

ELPAC Example Question:





Create your own "read a short informational passage" questions:

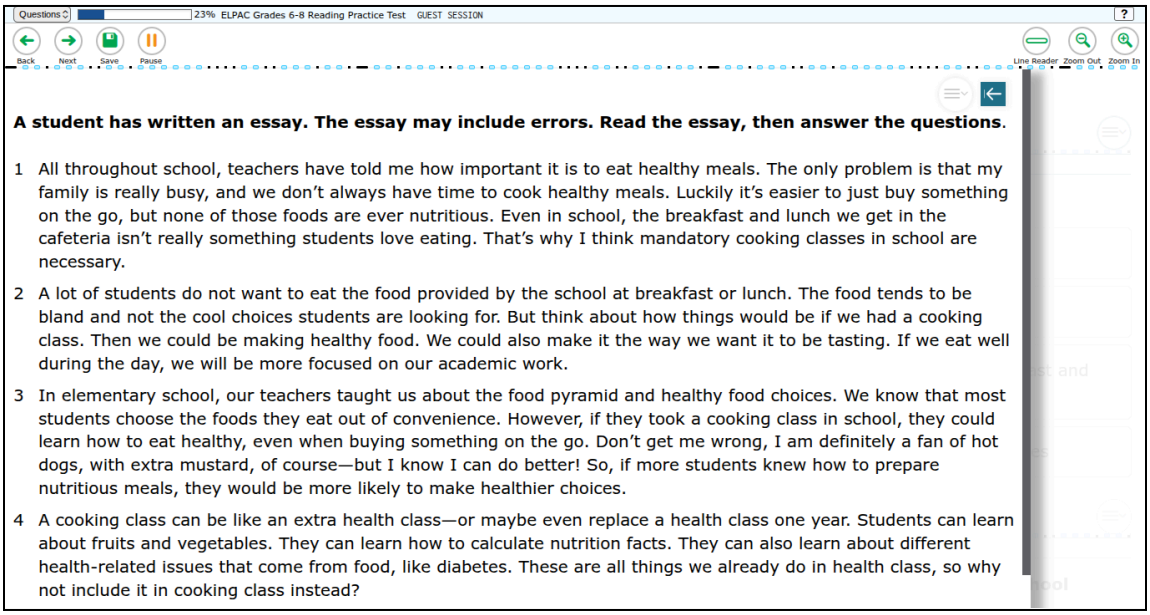
1. **Write a short informational passage** (8–10 sentences) about a middle school science, history, mathematics, or other academic topic.
2. **Ask 2–3 multiple-choice questions** about the main idea, important details, or vocabulary.
3. **Write four answer choices (A–D)** with only one correct answer.

Tip: Every answer should be directly supported by information in the passage.

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2. Read a Student Essay

ELPAC Example Question:



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!

7

GUEST

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

8

GUEST

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.

9

GUEST

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

10

GUEST

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.

11

GUEST

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

12

GUEST

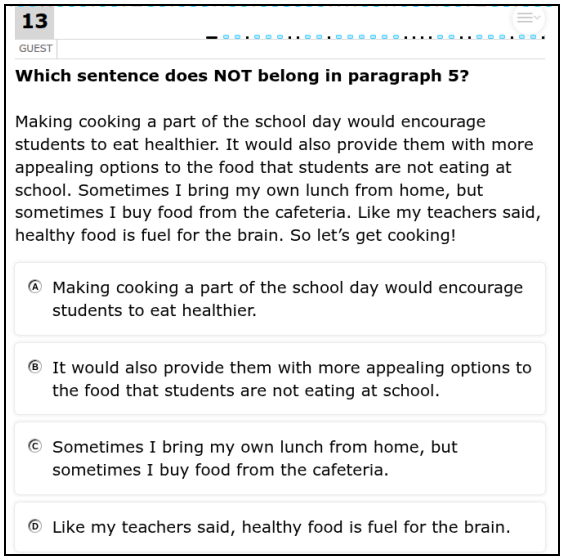
According to the essay, why could a health class be replaced by a cooking class?

Ⓐ 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.



13

GUEST

Which sentence does NOT belong in paragraph 5?

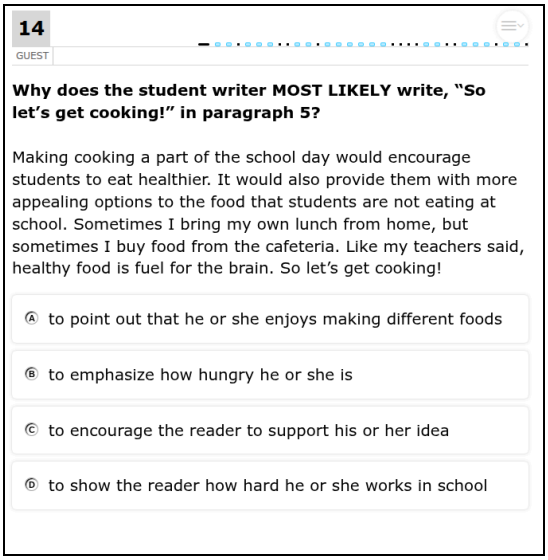
Making cooking a part of the school day would encourage students to eat healthier. It would also provide them with more appealing options to the food that students are not eating at school. Sometimes I bring my own lunch from home, but sometimes I buy food from the cafeteria. Like my teachers said, healthy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



14

GUEST

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

Create your own "read a student essay" questions:

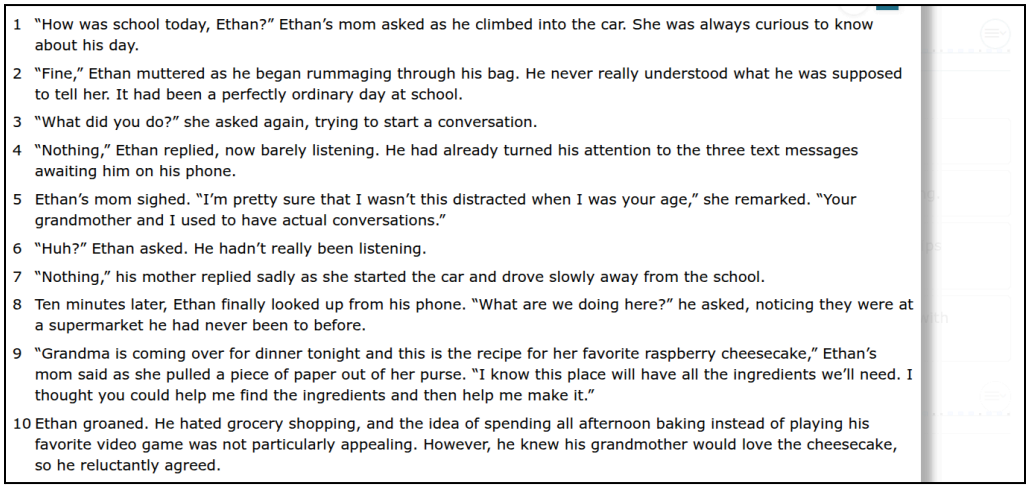
1. **Write a short informational essay** (10–14 sentences) as if it were written by another middle school student. The essay should explain a topic, describe an experience, or present information using clear facts and examples.
2. **Ask 3–4 multiple-choice questions** about the essay's main idea, supporting details, organization, or author's purpose.
3. **Write four answer choices (A–D)** with only one correct answer.

Tip: Encourage your child to look back at the essay to find evidence before answering.

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3. Read a Literary Passage

ELPAC Example Question:



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.

15

GUEST

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.

16

GUEST

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.

17

GUEST

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.

18

GUEST

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.

19

GUEST

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.

20

GUEST

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

Create your own “read a literary passage” questions:

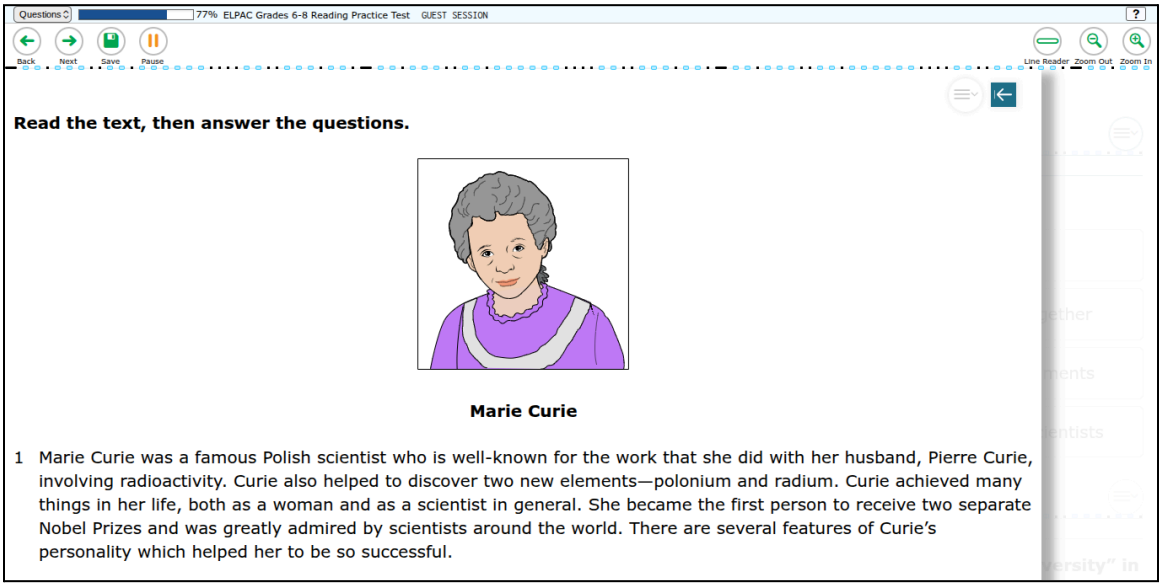
1. **Write a literary passage** (15–20 sentences) with developed characters, dialogue, a clear conflict, and a resolution.
2. **Ask 4–5 multiple-choice questions** about characters, setting, sequence of events, conflict and resolution, theme, or vocabulary in context.
3. **Write four answer choices (A–D)** with only one correct answer.

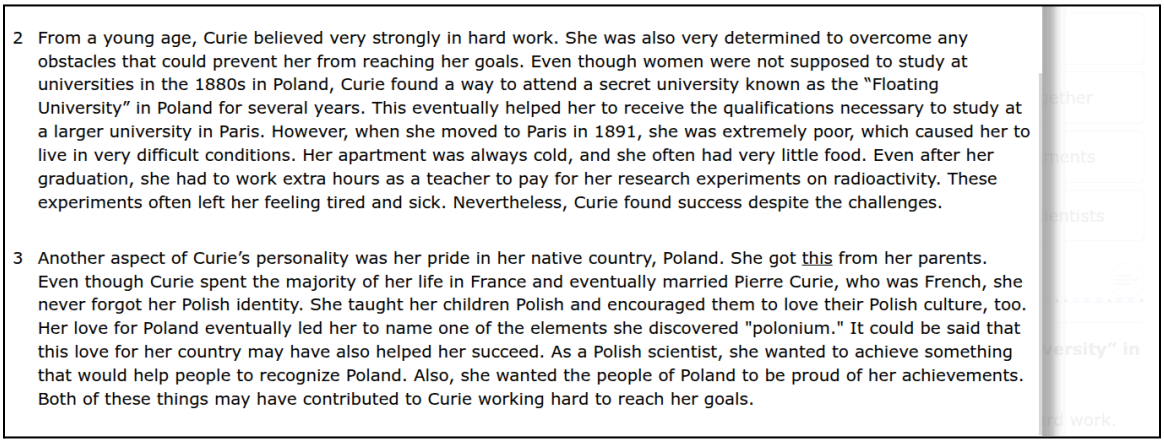
Tip: Remind your child to use evidence from the passage to support their answers.

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4. Read an Informational Passage

ELPAC Example Question:





21

GUEST

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

23

GUEST

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.

22

GUEST

Why does the author mention the "Floating University" in paragraph 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.

Ⓐ to compare Curie's life in Poland with her life in Paris

24

GUEST

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

25

GUEST

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

26

GUEST

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.

Create your own “read an informational passage” questions:

1. **Write an informational passage** (15–20 sentences) on a middle school science, history, or other academic topic.
2. **Ask 4–5 multiple-choice questions** about the main idea, supporting details, vocabulary in context, text structure, or author's purpose.
3. **Write four answer choices (A–D)** with only one correct answer.

Tip: Encourage your child to reread the passage and use text evidence before choosing an answer.

Copy and Paste prompt for AI generated practice problems:

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

Paste Entire Prompt Below into AI

Create Grades 6–8 ELPAC-style reading practice for English learners using the four official reading task types. First ask the parent which practice option they want: Read a Short Informational Passage, Read a Student Essay, Read a Literary Passage, Read an Informational Passage, or All Sections. After the parent selects a section, create only the selected practice section(s). If All Sections is chosen, create all four sections in order. The student should be able to complete the practice independently by reading the generated texts, questions, and answer choices. Do not include explanations or answers immediately after each question.

SECTION 1: READ A SHORT INFORMATIONAL PASSAGE

Create 3 short informational passages. Each passage should be 8–10 sentences on Grades 6–8 science, history, mathematics, technology, or other academic topics. After each passage, include up to 3 multiple-choice comprehension questions with four answer choices labeled A–D. Make sure each correct answer is directly stated in the passage. Questions may focus on key details, vocabulary in context, main ideas, or important information from the passage.

SECTION 2: READ A STUDENT ESSAY

Create 3 informational essays written from the perspective of a middle school student. Each essay should be 10–14 sentences and explain a topic related to science, social studies, school topics, academic learning, or real-world issues. After each essay, include up to 3 multiple-choice comprehension questions with four answer choices labeled A–D. Questions may focus on the main idea, supporting details, organization, author's purpose, or information presented in the essay. Make sure each correct answer is directly supported by the essay.

SECTION 3: READ A LITERARY PASSAGE

Create 3 literary passages. Each passage should be 15–20 sentences and include developed characters, dialogue, a clear conflict or challenge, and a resolution. Topics should include middle school experiences such as friendships, family, teamwork, personal growth, solving problems, or important decisions. After each passage, include up to 3 multiple-choice comprehension questions with four answer choices labeled A–D. Make sure each correct answer is directly supported by the passage.

SECTION 4: READ AN INFORMATIONAL PASSAGE

Create 3 informational passages. Each passage should be 15–20 sentences on Grades 6–8 science, history, mathematics, technology, geography, Earth science, or other academic topics. After each passage, include up to 3 multiple-choice comprehension questions with four answer choices labeled A–D. Make sure each correct answer is directly supported by the passage. Questions may focus on main ideas, supporting details, important facts, vocabulary, or relationships between ideas.

PRACTICE REQUIREMENTS

Use age-appropriate Grades 6–8 vocabulary, sentence structure, and reading difficulty. Clearly label each activity by reading task type. Use only one correct answer for each question. Avoid inferencing, opinions, trick questions, or questions requiring information not directly stated in the passage. Format the practice so the student can independently read and answer each question.

SECTION-BY-SECTION PRACTICE FLOW AND ANSWER KEY RULE

If the parent selects multiple sections or chooses All Sections, do not generate all sections at once. Create only the first selected section. After the student completes that section, stop and ask the parent: “Would you like me to provide the ANSWER KEY FOR PARENTS for this section before moving on? (Yes/No)” If the parent answers yes, provide only the answer key for the completed section. Clearly label it “ANSWER KEY FOR PARENTS” and list the correct answer for each question by activity number and question number. Do not provide explanations unless the parent requests them. After providing the answer key, or if the parent answers no, ask: “Would you like to continue to the next section? (Yes/No)” If the parent answers yes and additional sections were selected, create only the next selected section. Do not include the next section until the parent confirms to continue. After each completed section, repeat the same process: ask about the answer key, provide it only if requested, then ask whether the parent would like to continue. Continue this process until all selected sections are completed.
