Descargo de responsabilidad: Se proporcionan indicaciones traducidas para ayudar a los padres a comprender y utilizar los materiales de práctica.**Todas las prácticas al estilo ELPAC deben realizarse en inglés.**

Lectura

Introducción

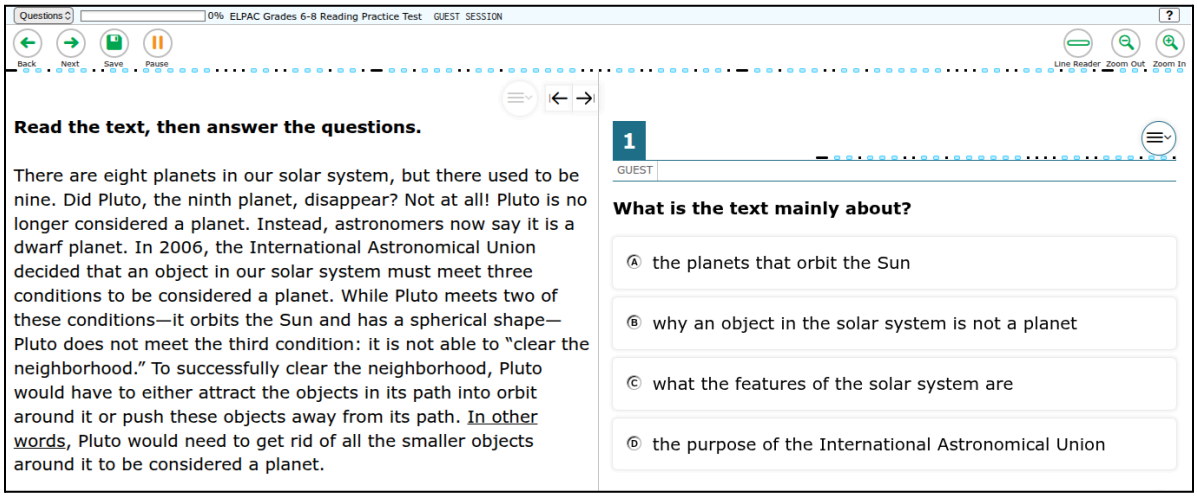
¿Cómo son los cuatro tipos de preguntas de lectura?

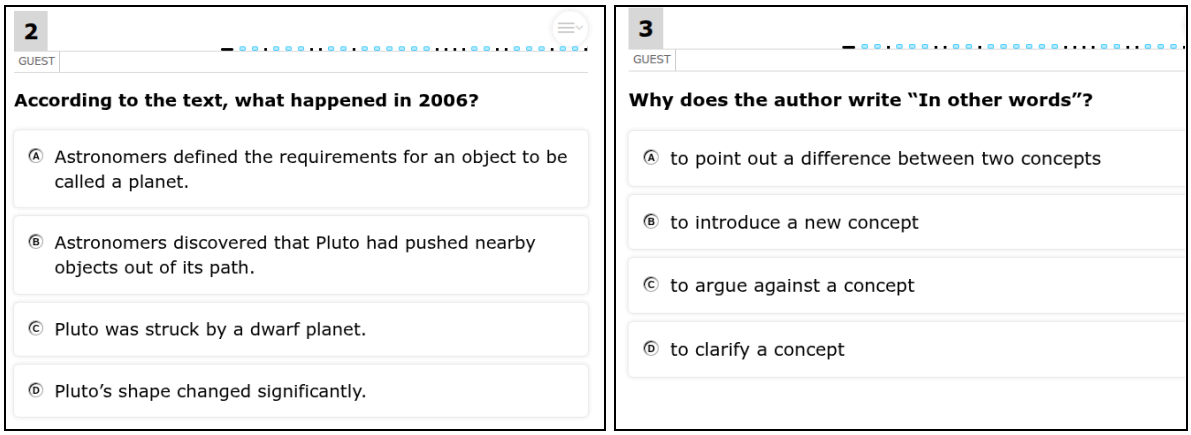
1. **Lea un breve pasaje informativo.**
    - El estudiante lee un breve texto informativo y responde preguntas de opción múltiple relacionadas con el texto.
2. **Lee un ensayo de un estudiante.**
    - El estudiante lee un ensayo informativo presentado como si hubiera sido escrito por un compañero y responde a una serie de preguntas de opción múltiple relacionadas con el ensayo.
3. **Lee un fragmento literario.**
    - El estudiante lee un fragmento literario y responde preguntas de opción múltiple relacionadas con el texto.
4. **Lee un texto informativo.**
    - El estudiante lee un texto informativo y responde preguntas de opción múltiple relacionadas con el texto.

---

1. Lee un breve texto informativo.

Pregunta de ejemplo de ELPAC:





Crea tus propias preguntas para "leer un breve texto informativo":

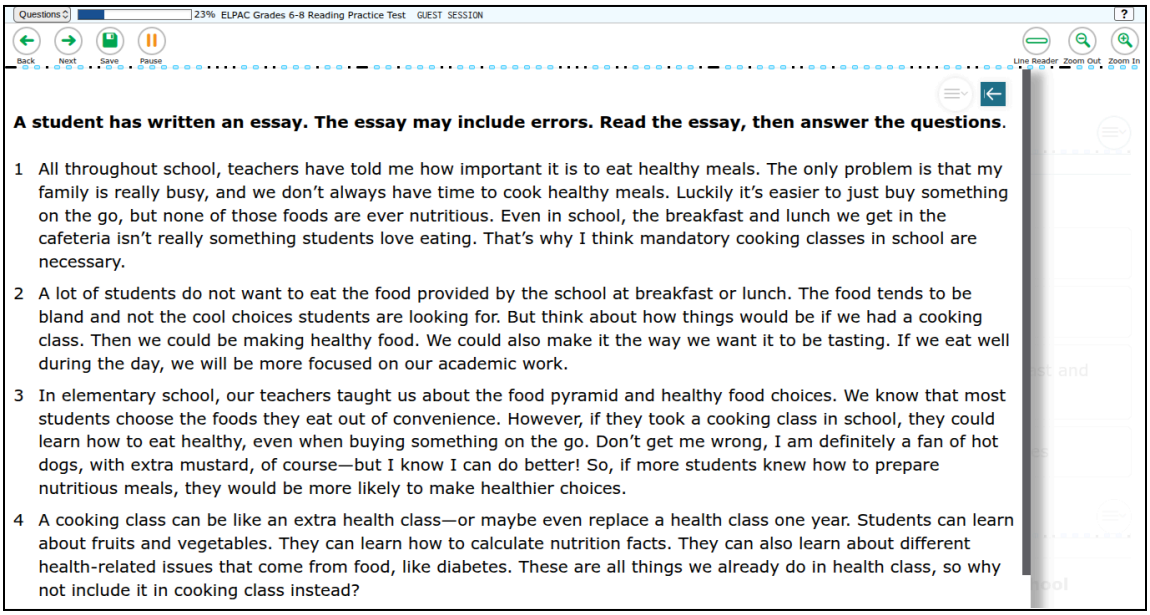
1. **Escribe un breve texto informativo.**(8–10 oraciones) sobre un tema académico de ciencias, historia, matemáticas u otro tema de la escuela secundaria.
2. **Haz 2 o 3 preguntas de opción múltiple.**sobre la idea principal, los detalles importantes o el vocabulario.
3. **Escribe cuatro opciones de respuesta (A–D)**con una sola respuesta correcta.

Consejo: Cada respuesta debe estar directamente respaldada por la información del texto.

---

2. Lee un ensayo de un estudiante.

Pregunta de ejemplo de ELPAC:



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

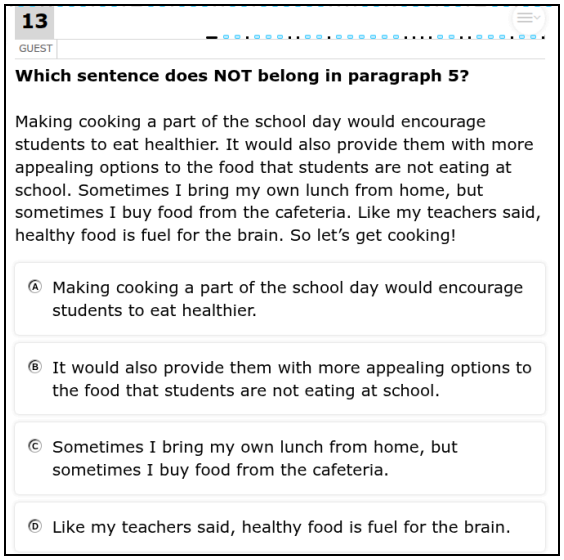
According to the essay, why could a health class be replaced by a cooking class?

Ⓐ 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?

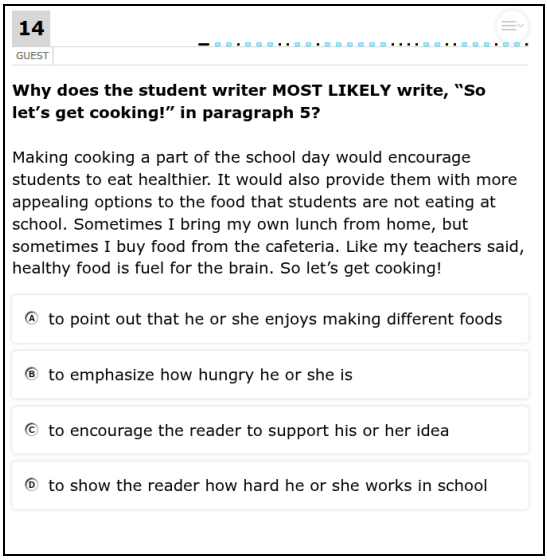
Making cooking a part of the school day would encourage students to eat healthier. It would also provide them with more appealing options to the food that students are not eating at school. Sometimes I bring my own lunch from home, but sometimes I buy food from the cafeteria. Like my teachers said, healthy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

Crea tus propias preguntas para "leer un ensayo de un estudiante":

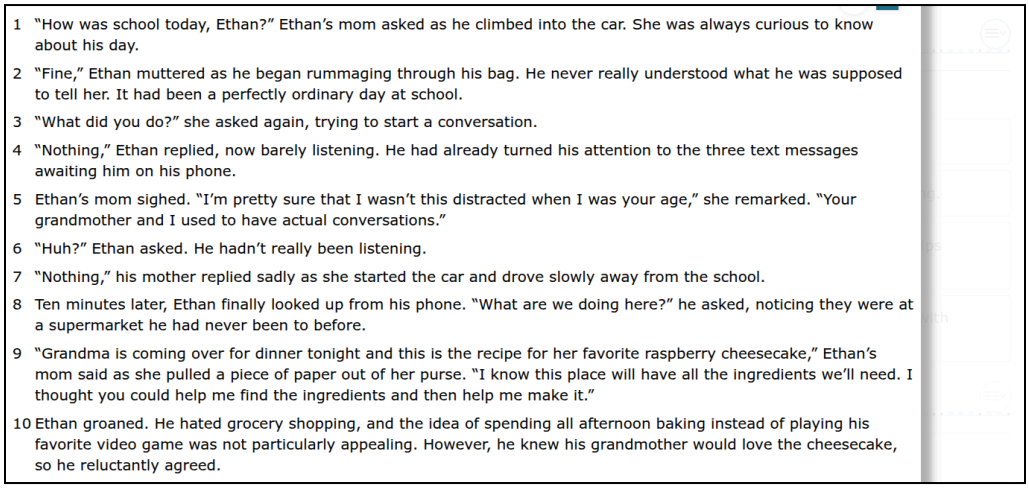
1. **Escribe un breve ensayo informativo.**(10–14 oraciones) como si lo hubiera escrito otro estudiante de secundaria. El ensayo debe explicar un tema, describir una experiencia o presentar información con datos y ejemplos claros.
2. **Haz 3 o 4 preguntas de opción múltiple.**sobre la idea principal del ensayo, los detalles que la respaldan, la organización o el propósito del autor.
3. **Escribe cuatro opciones de respuesta (A–D)**con una sola respuesta correcta.

Consejo: Anima a tu hijo a que revise el ensayo para encontrar pruebas antes de responder.

---

3. Lee un fragmento literario.

Pregunta de ejemplo de ELPAC:


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

Crea tus propias preguntas para “leer un fragmento literario”:

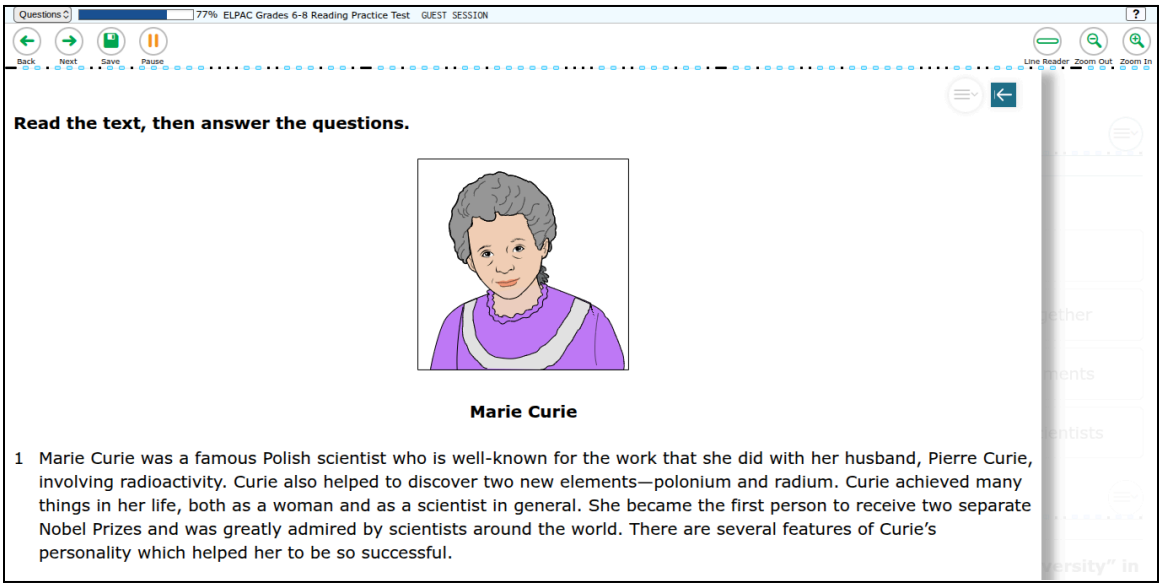
1. **Escribe un pasaje literario**(15–20 oraciones) con personajes bien desarrollados, diálogo, un conflicto claro y una resolución.
2. **Haz 4 o 5 preguntas de opción múltiple.**sobre los personajes, el escenario, la secuencia de eventos, el conflicto y la resolución, el tema o el vocabulario en contexto.
3. **Escribe cuatro opciones de respuesta (A–D)**con una sola respuesta correcta.

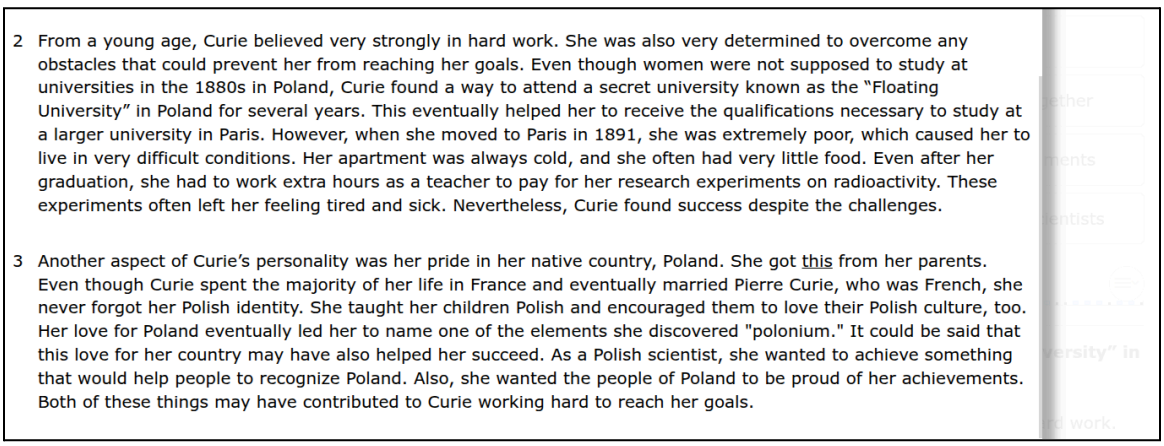
Consejo: Recuérdale a tu hijo que utilice información del texto para fundamentar sus respuestas.

---

4. Lee un texto informativo.

Pregunta de ejemplo de ELPAC:





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.

Crea tus propias preguntas para "leer un texto informativo":

1. **Escribe un texto informativo.**(15–20 oraciones) sobre un tema académico de ciencias, historia u otro tema de nivel de secundaria.
2. **Haz 4 o 5 preguntas de opción múltiple.**sobre la idea principal, los detalles que la apoyan, el vocabulario en contexto, la estructura del texto o el propósito del autor.
3. **Escribe cuatro opciones de respuesta (A–D)**con una sola respuesta correcta.

Consejo: Anime a su hijo a releer el pasaje y a utilizar la información del texto antes de elegir una respuesta.

Copiar y pegar instrucciones para problemas de práctica generados por IA:

Recordatorio de seguridad sobre la IA: No compartas información personal o confidencial con la IA, como nombres completos, direcciones, números de teléfono, contraseñas, información de cuentas u otros datos privados. Utiliza las herramientas de práctica de IA bajo la supervisión de un adulto, especialmente si se trata de niños.

Chat GPT

Pegue todo el siguiente mensaje en la IA.

Crea ejercicios de lectura al estilo ELPAC para estudiantes de inglés de 6.º a 8.º grado utilizando los cuatro tipos de tareas de lectura oficiales. Primero, pregunta al padre o tutor qué opción de práctica prefiere: Leer un pasaje informativo breve, Leer un ensayo estudiantil, Leer un pasaje literario, Leer un pasaje informativo o Todas las secciones. Después de que el padre o tutor seleccione una sección, crea solo la(s) sección(es) de práctica seleccionada(s). Si elige Todas las secciones, crea las cuatro secciones en orden. El estudiante debe poder completar la práctica de forma independiente leyendo los textos, preguntas y opciones de respuesta generados. No incluyas explicaciones ni respuestas inmediatamente después de cada pregunta.

SECCIÓN 1: LEA UN BREVE PASAJE INFORMATIVO

Crea tres breves textos informativos. Cada texto debe tener entre 8 y 10 oraciones sobre ciencias, historia, matemáticas, tecnología u otros temas académicos de 6.º a 8.º grado. Después de cada texto, incluye hasta tres preguntas de comprensión de opción múltiple con cuatro opciones de respuesta (de la A a la D). Asegúrate de que cada respuesta correcta aparezca directamente en el texto. Las preguntas pueden centrarse en detalles clave, vocabulario en contexto, ideas principales o información importante del texto.

SECCIÓN 2: LEER UN ENSAYO DE UN ESTUDIANTE

Crea tres ensayos informativos desde la perspectiva de un estudiante de secundaria. Cada ensayo debe tener entre 10 y 14 oraciones y explicar un tema relacionado con ciencias, estudios sociales, temas escolares, aprendizaje académico o problemas de la vida real. Después de cada ensayo, incluye hasta tres preguntas de comprensión de opción múltiple con cuatro opciones de respuesta (A-D). Las preguntas pueden centrarse en la idea principal, los detalles que la respaldan, la organización, el propósito del autor o la información presentada en el ensayo. Asegúrate de que cada respuesta correcta esté directamente respaldada por el ensayo.

SECCIÓN 3: LEA UN PASAJE LITERARIO

Crea tres fragmentos literarios. Cada fragmento debe tener entre 15 y 20 oraciones e incluir personajes bien desarrollados, diálogos, un conflicto o desafío claro y una resolución. Los temas deben abarcar experiencias de la escuela secundaria, como la amistad, la familia, el trabajo en equipo, el crecimiento personal, la resolución de problemas o las decisiones importantes. Después de cada fragmento, incluye hasta tres preguntas de comprensión de opción múltiple con cuatro opciones de respuesta (A-D). Asegúrate de que cada respuesta correcta esté directamente respaldada por el fragmento.

SECCIÓN 4: LEA UN PASAJE INFORMATIVO

Crea 3 textos informativos. Cada texto debe tener entre 15 y 20 oraciones sobre ciencias, historia, matemáticas, tecnología, geografía, ciencias de la Tierra u otros temas académicos de 6.º a 8.º grado. Después de cada texto, incluye hasta 3 preguntas de comprensión de opción múltiple con cuatro opciones de respuesta (A-D). Asegúrate de que cada respuesta correcta esté directamente respaldada por el texto. Las preguntas pueden centrarse en las ideas principales, los detalles de apoyo, los datos importantes, el vocabulario o las relaciones entre ideas.

REQUISITOS DE PRÁCTICA

Utilice vocabulario, estructura de oraciones y nivel de dificultad de lectura apropiados para la edad (6.º a 8.º grado). Etiquete claramente cada actividad según el tipo de tarea de lectura. Utilice solo una respuesta correcta por pregunta. Evite inferencias, opiniones, preguntas capciosas o preguntas que requieran información no explícitamente mencionada en el texto. Diseñe la práctica de manera que el estudiante pueda leer y responder cada pregunta de forma independiente.

FLUJO DE PRÁCTICA SECCIÓN POR SECCIÓN Y CLAVE DE RESPUESTAS

Si el padre selecciona varias secciones o elige Todas las secciones, no genere todas las secciones a la vez. Cree solo la primera sección seleccionada. Después de que el estudiante complete esa sección, deténgase y pregunte al padre: "¿Desea que le proporcione la CLAVE DE RESPUESTAS PARA PADRES para esta sección antes de continuar? (Sí/No)". Si el padre responde que sí, proporcione solo la clave de respuestas para la sección completada. Etiquétela claramente como "CLAVE DE RESPUESTAS PARA PADRES" y enumere la respuesta correcta para cada pregunta por número de actividad y número de pregunta. No proporcione explicaciones a menos que el padre las solicite. Después de proporcionar la clave de respuestas, o si el padre responde que no, pregunte: "¿Desea continuar con la siguiente sección? (Sí/No)". Si el padre responde que sí y se seleccionaron secciones adicionales, cree solo la siguiente sección seleccionada. No incluya la siguiente sección hasta que el padre

confirme que desea continuar. Después de cada sección completada, repita el mismo proceso: pregunte sobre la clave de respuestas, proporción a sólo si se solicita y luego pregunte si el padre desea continuar. Continúe este proceso hasta que se completen todas las secciones seleccionadas.
