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# **NYSESLAT Practice**

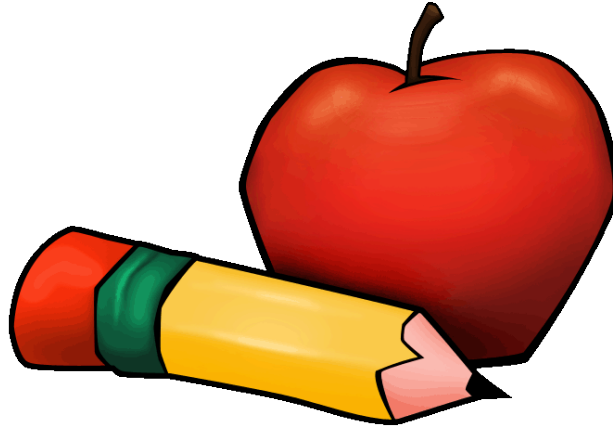


## **Student Workbook**

**Name:** \_\_\_\_\_

# NYSESLAT Practice

2019 – 2020



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# 2019 NYSESLAT Speaking Rubric

Grades Kindergarten through 12

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meet Expectations	
Emerging	<ul style="list-style-type: none"> <li>No response</li> <li>Responds with “yes,” “no,” or “I don’t know”</li> <li>Responds completely in a language other than English</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words, short phrases, or sentences to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A
Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meet Expectations
Transitioning	<ul style="list-style-type: none"> <li>No response</li> <li>Responds with “yes,” “no,” or “I don’t know”</li> <li>Responds completely in a language other than English</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Unintelligible</li> <li>Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>Responds with “yes,” “no,” or “I don’t know”</li> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited expanded sentences</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>
Commanding	<ul style="list-style-type: none"> <li>Responds with “yes,” “no,” or “I don’t know”</li> <li>Uses at most connected phrases or a simple sentence to respond</li> <li>May express complete thoughts and ideas</li> <li>Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected expanded sentences</li> <li>Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>No errors or infrequent errors that do not obscure meaning</li> </ul>

# Speaking



**Teachers:**

**Please review rubric with students before  
starting the Speaking section.**

## Speaking: Entering



### Introduction

This is Tommy. He is baking cookies. He uses a measuring spoon.

### Question

What do you see in the picture?

## Speaking: Emerging



### Introduction

These are two habitats. This is a desert. This is the ocean.

### Question

Describe the difference between both habitats.

## Speaking: Transitioning



### Introduction

These girls are helping the environment. The students in Mrs. Kelly's class are also helping the environment.

### Question

Tell me how they are helping the environment in different ways in each picture.

## Speaking: Expanding

An “amendment” is a change. The 13th Amendment was the 13th change to the United States Constitution. The United States Constitution is the fundamental law of the nation. The people who wrote the Constitution in 1787 wanted to make it possible but difficult to change the Constitution. In order to add a Constitutional Amendment, two-thirds of the members of both the Senate and the House of Representatives must vote for it. Then three-quarters of the states must approve, or “ratify,” it.

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### Introduction

Now I am going to read about the Constitution. You can read along in your test booklet.

### Question

Based on what you heard and read in the passage, tell me about the Constitution.



## Speaking: Commanding

An “amendment” is a change. The 13th Amendment was the 13th change to the United States Constitution. The United States Constitution is the fundamental law of the nation. The people who wrote the Constitution in 1787 wanted to make it possible but difficult to change the Constitution. In order to add a Constitutional Amendment, two-thirds of the members of both the Senate and the House of Representatives must vote for it. Then three-quarters of the states must approve, or “ratify,” it.

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### Question

Based on what you heard and read in the passage, why do you think anyone would want to make an amendment to the Constitution?

## Speaking: Entering



### Introduction

Janice and Katy are selling lemonade.

### Question

What do you like to drink?

## Speaking: Emerging



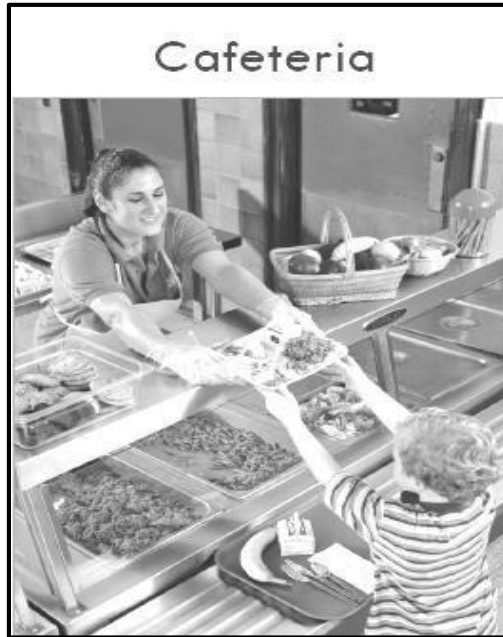
### Introduction

Phillip needs help with writing.

### Question

Tell me what is happening in this picture.

## Speaking: Transitioning



### Introduction

Ramsey is getting lunch at the cafeteria. He doesn't like today's lunch. Ramsey and his classmates decide to write a letter to the principal.

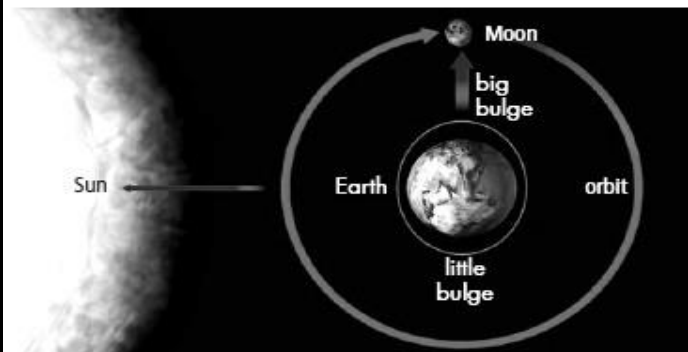
### Question

Now tell me what you think Ramsey wrote in his letter.

## Speaking: Expanding

The gravitational pulls of the Sun and Moon produce the tides in our planet's oceans. The Moon is much closer to us than the Sun. For that reason, it has a stronger tidal effect than the Sun does.

The pull of the Moon's gravity causes the oceans to bulge toward the Moon. Because of the way tidal forces act, the Moon's gravity also causes a bulge to occur on the opposite side of the planet.



The Moon effects the tides on Earth.

Adapted from Sciencea-z.com

### Introduction

Now I am going to read about gravity and tides. You can read along in your test booklet.

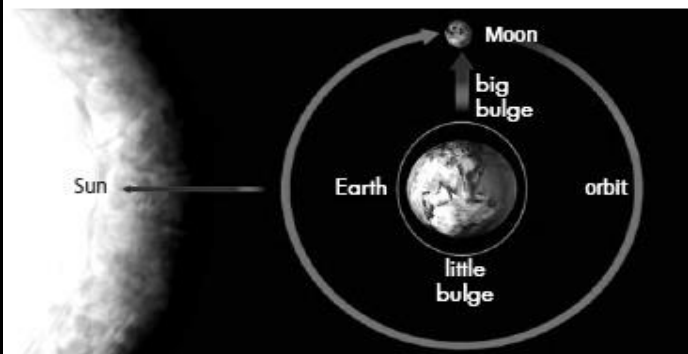
### Question

Based on what you heard and read in the passage, tell me what gravity does.

## Speaking: Commanding

The gravitational pulls of the Sun and Moon produce the **tides** in our planet's oceans. The Moon is much closer to us than the Sun. For that reason, it has a stronger tidal effect than the Sun does.

The pull of the Moon's gravity causes the oceans to bulge toward the Moon. Because of the way tidal forces act, the Moon's gravity also causes a bulge to occur on the opposite side of the planet.



The Moon effects the tides on Earth.

Adapted from Sciencea-z.com

### Question

Based on what you heard and read in the passage, tell me how gravity affects tides.

# Listening



## Listening: Entering

**Directions:** Listen to the passage. Then answer questions 1-4. Fill in the correct circle on your answer sheet. The question will be read only once. The name of the story is, **"A Baby Polar Bear Grows Up."**

- 1 What is a cub?
- A A baby polar bear
  - B A fish
  - C A grown polar
  - D A mother bear

- 2 The passage describes a polar bear that is born. What is a polar bear like when it is first born?
- A It likes to play and roll in the snow.
  - B Its eyes are closed and it does not have much hair.
  - C It can swim and find its own food.
  - D It can hunt.

- 3 If a polar bear cub can walk, play, and swim, what do we know about the cub?
- A The cub was just born.
  - B The cub grew bigger since it was born.
  - C The cub cannot live in ice and snow.
  - D The cub drinks milk.



- ④ What is "A Baby Polar Bear Grows Up" mostly about?
- ① what a polar bear cub must learn to live by itself
  - ② what a newborn cub is like
  - ③ what a newborn cub is like *and* what it must learn to live by itself
  - ④ what a polar likes to do

## Listening: Emerging

**Directions:** Listen to the passage. Then answer questions 1-5. Fill in the correct circle on your answer sheet. The question will be read only once. The title of the passage is **"I Want to Buy a Computer Game."**



- 1 Why was Luis excited at the start of the story?
- A The new computer game he wanted was in stores.
  - B He managed to save up thirty-five dollars.
  - C His mother bought him a computer game as a gift.
  - D He was going to camp for the summer.

- 2 What is the main problem Luis faces in the story?
- A He wants a new computer game, but his mom hates all computer games.
  - B He wants a new computer game, but doesn't have enough money to buy it.
  - C He wants a new computer game, but the store has run out of that game.
  - D He is the only kid without that computer game.

## Listening: Emerging

3 How does Luis's mom most likely feel about the computer game?

- (A) She feels angry that Luis wants to spend his money on a game.
- (B) She feels that the game is not something that Luis really needs.
- (C) She feels excited because she wants to play the game, too.
- (D) She feels upset that she doesn't know how to play the game.

4 What is the main idea of this story?

- (A) Luis's mom has to spend money on things like food and clothing.
- (B) The computer game that Luis wants costs thirty-five dollars.
- (C) Luis wants a new computer game, so he saves up money to buy it.
- (D) Luis asked Santa Claus for the computer game.

What does the word chore mean in this passage?

5

- (A) A special dance.
- (B) A job.
- (C) A magic trick.
- (D) A cut on your leg.

## Listening: Transitioning

**Directions:** Listen to the passage. Then answer questions 1-5. Fill in the correct circle on your answer sheet. The question will be read only once. The title of the passage is "**A Small Life.**"

1

Which answer best describes the narrator of this passage?

A

A hamster

B

A gerbil

C

A pet owner

D

A goldfish

2

In a "Small Life," the narrator

A

Compares his or her life with that of other hamsters.

B

Contrasts his or her life to that of a human.

C

Describes different objects and events in his life in no particular order.

D

Provides evidence to argue that he has a small life.

3

The pet mentions an "amusement park ride." The "amusement park ride" is most likely

A

A bed of wood chips.

B

A wall made of wires.

C

A plate attached to the wall.

D

A running wheel.

## Listening: Transitioning

- 4 The primary purpose of this passage is to describe
- A Life from the point of view of a goldfish.
  - B The daily activities of family pets.
  - C Life from the point of view of a hamster.
  - D The feelings most animals have.

- 5 What does the word abode mean in this passage?
- A A forest.
  - B A wheel.
  - C A place where you live.
  - D A type of spice.

## Listening: Expanding/Commanding

**Directions:** Listen to the passage. Then answer questions 1-5. Fill in the correct circle on your answer sheet. The question will be read only once. The title of the passage is “**American Government: The Bill of Rights: Part I.**”

- 1 Why did North Carolina and Rhode Island not ratify the Constitution at first?
- (A) They wanted a Bill of Rights to be added.
  - (B) They wanted to take away power from state governments.
  - (C) They thought it made the federal government too weak.
  - (D) They wanted to send it to the King of England.

- 1 Why does the author describe the fears that critics in North Carolina and Rhode Island had about the Constitution?
- (A) To show that many people were opposed to the Bill of Rights.
  - (B) To describe the arguments that they had against the Bill of Rights.
  - (C) To explain why they wanted the Bill of Rights added.
  - (D) To show that some states did not want to be part of the union.

- 3 The author says that critics wanted people's rights “spelled out” to mean
- (A) They wanted the founding fathers to explain them.
  - (B) They demanded some rights to be taken out of the Constitution.
  - (C) They asked Madison to use simple words in his writing.
  - (D) They wanted those rights to be made official.

## Listening: Expanding/Commanding

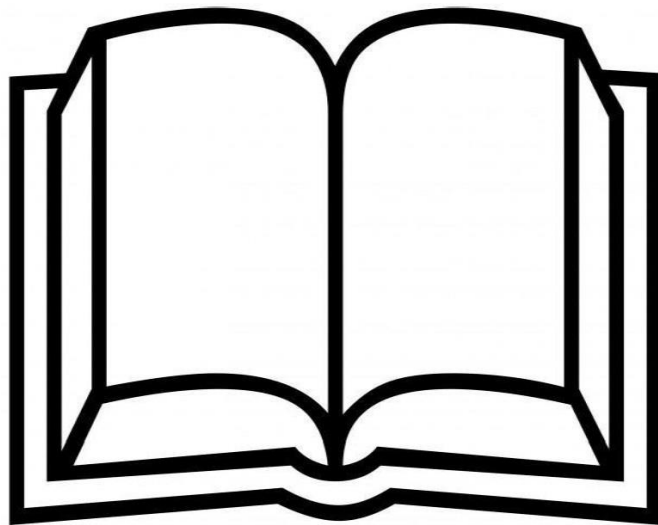
4 This passage is mostly about

- A Rights that people in different countries have all over the world.
- B The founding fathers, and why they wrote the Constitution.
- C Early additions to the Constitution and why they were added.
- D How bills become laws, and how laws become amendments.

5 The word flexible in this passage means

- A Able to be understood easily.
- B Rigid and resistant to change from outside.
- C Fast and strong.
- D Able to bend or change without breaking.

# Reading





**Directions:** Read the passage. Then answer the questions using evidence from the text.

## Earth Science – Earthquakes

One summer I was in Las Vegas with my family. Our hotel room was on one of the top floors of a high-rise building. There was a morning of that vacation I will never forget. We woke up around 6 A.M. The building was shaking and swaying back and forth like a pendulum. It was an **earthquake**.<sup>1</sup>

Las Vegas is in the western state of Nevada, which is right next to California. The **epicenter**<sup>2</sup> was actually in California, but we still felt it over 100 miles away.

Earthquakes occur when plates in the Earth's crust rub together. This **friction**<sup>3</sup> causes the surface to shift back and forth. It also makes huge cracks in the ground, sometimes miles long and several feet deep.

Luckily, that summer in Las Vegas, my family got out of the building safely. I was never so scared in all my life. Others in history have not been so **fortunate**.<sup>4</sup> On Jan. 17, 1995, an earthquake struck in Kobe, Japan. It caused over 6,000 deaths. In 1906, a huge earthquake hit San Francisco, killing over 3,000 people and destroying over 25,000 buildings.

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1 **earthquake** – a sudden, violent shaking of the ground

2 **epicenter** - the middle of the earthquake

3 **friction** – rubbing one object or surface against another

4 **fortunate** – lucky

**Directions:** Answer the questions using evidence from the text.

1 Where is Las Vegas?

- ☐ A California
- ☐ B In the east
- ☐ C Nevada
- ☐ D In the epicenter

2 A problem in this passage is being on a top floor of a high-rise building during an earthquake. What is the solution for this problem?

- ☐ A Plates in the Earth's crust rub together.
- ☐ B Try to get out of the building safely.
- ☐ C Buildings can be destroyed and people can die.
- ☐ D Study earthquakes in foreign countries.

3 Based on this passage, it can be inferred that \_\_\_\_\_.

- ☐ A earthquakes are predictable
- ☐ B earthquakes are unpredictable
- ☐ C it's safe to be in an earthquake
- ☐ D people always die in earthquakes

**Directions:** Read the passage. Then answer the questions using evidence from the text.

4 Read the following sentence: "Earthquakes **occur** when plates in the Earth's crust rub together."

The word **occur** most likely means

- ☐ (A) stop
- ☐ (B) predict
- ☐ (C) finish
- ☐ (D) happen

5 What words or phrase tells what this passage is mostly about?

- ☐ (A) earthquakes, author's experience with one
- ☐ (B) scientists, predict next earthquake
- ☐ (C) difference, earthquakes in Japan and America
- ☐ (D) safety steps, during an earthquake

6 What causes an earthquake to happen?

- ☐ (A) the Earth's rotation
- ☐ (B) gravity
- ☐ (C) when plates in the Earth's crust rub together
- ☐ (D) when a volcano erupts



**Directions:** Read the passage. Then answer the questions using evidence from the text.

## A Hero with Heart

Leigh Haeger



When Ana Dodson traveled to Peru two years ago, she went on more than just a vacation. She was visiting her native country. Ana, 13, was born in Peru, but she was adopted by an American family and grew up in the United States.

While in Peru, Ana got a glimpse of what her life could have been like had she not been adopted. She visited several Peruvian orphanages, including one in the hills of Cuzco, near her birthplace.

"[The orphanage] was really cold and dry," Ana told *Weekly Reader*.

"The paint was falling off....The girls...were very **malnourished** (1)."

When Ana returned home to Colorado, the memory of the orphanage in Cuzco haunted her. "I really couldn't get the girls out of my mind, and I really wanted to do something...because I could have been one of those girls in that orphanage." She decided to start a group called Peruvian Hearts to help. In two years, Peruvian Hearts has raised about \$18,000 for the orphanage. The group also bought a chicken coop so the girls can eat fresh eggs.

Ana's efforts have not gone unnoticed. She recently won a Gloria Barron Prize for Young Heroes. The award is given to kids and teens who make a difference. Ana says any kid can do what she did. "Really believe in yourself, and follow your heart," she says.

---

1 **malnourished:** condition when a person's body is not getting enough nutrients.

**Directions:** Answer the questions using evidence from the text.

1 The author's purpose in the first paragraph is to make the reader \_\_\_\_\_

- ☐ A think about taking a vacation.
- ☐ B wonder why Ana no longer lives where she was born.
- ☐ C interested in learning about Peru.
- ☐ D none of these

2 We know from Ana's own words that she is the kind of person who \_\_\_\_\_.

- ☐ A can be very discouraging.
- ☐ B likes to have a good time.
- ☐ C sympathizes with others.
- ☐ D doesn't think too deeply about things.

3 The author includes the amount of money that Peruvian Hearts raised to \_\_\_\_\_.

- ☐ A encourage the reader to contribute to the cause
- ☐ B show that the organization did not raise enough
- ☐ C show that one person can make a big difference
- ☐ D explain how expensive chicken coups are

**Directions:** Answer the questions using evidence from the text.

4

Using the word “haunted” to describe Ana’s memory of the orphanages she visited gives the idea that \_\_\_\_\_.

- ☐ A she couldn’t forget the kids
- ☐ B an orphanage seemed like heaven to her
- ☐ C she always had bad dreams
- ☐ D Ana saw a ghost while visiting Peru

5

Anna decided to help the girls \_\_\_\_\_.

- ☐ A so that she can raise money for her trip.
- ☐ B because she knew she could have been one of those girls.
- ☐ C because she wanted to win the Gloria Barren prize.
- ☐ D because they had asked for her help

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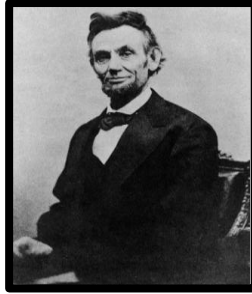
What words best describe Anna?

- ☐ A selfish and bossy
- ☐ B caring and thoughtful
- ☐ C shy and afraid
- ☐ D boring and quiet



**Directions:** Read the passage. Then answer the questions using evidence from the text.

## Lincoln and the 13th Amendment to End Slavery



Abraham Lincoln was the sixteenth President of the United States. Today, Lincoln is widely regarded as one of the greatest presidents in the nation's history, in part because he helped to permanently end slavery in America. He did this by pushing Congress to pass the 13<sup>th</sup> Amendment before the end of the Civil War.

An "amendment" is a change. The 13<sup>th</sup> Amendment was the 13<sup>th</sup> change to the United States Constitution. The United States Constitution is the fundamental law of the nation. The people who wrote the Constitution in 1787 wanted to make it possible but difficult to change the Constitution. In order to add a Constitutional Amendment, two-thirds of the members of both the Senate and the House of Representatives must vote for it. Then three-quarters of the states must approve, or "ratify," it.

In 1864, President Lincoln pressed to achieve the difficult task of getting the 13<sup>th</sup> Amendment passed, two years after he had signed the Emancipation Proclamation. The Emancipation Proclamation declared slaves free, but it only applied to the three million slaves who lived in the so-called Confederacy. The Confederacy was made up of the 11 states that were rebelling against the Union.

There were more than 700,000 other slaves who lived in areas that were not rebelling, and they were not legally free. Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels. He thus thought he could legally free the slaves in those regions of the country that were rebelling. This helped the war effort in a practical way, since the Proclamation also directed the United States Army to allow African American men to enlist. By the end of the Civil War, almost 200,000 African Americans had served in the Union Army.

But Lincoln did not believe he had the legal right to free the slaves in the “border states,” which included Delaware, Kentucky, Maryland, and Missouri. These states had remained loyal to the Union. All four states permitted slavery. Lincoln also feared that once the war was over, leaders of the nation would reverse the Emancipation Proclamation. He feared they might consider the Emancipation Proclamation only a wartime measure. That is why Lincoln wanted a ban on slavery written right into the Constitution.

In 1864 the Senate passed the amendment with the necessary two-thirds majority. But the House of Representatives failed to pass the amendment. Before the House voted on the amendment for the second time, Lincoln invited individual congressmen to the White House. Lincoln acted friendly and polite, using arguments he thought would convince each congressman. He told Congressman James Rollins from the border state of Missouri that a vote for the amendment would send a signal to the South from the Border States, including Missouri. Lincoln argued this would quickly end what had been a long and bloody war.



He didn't just try to reason with the congressmen opposed to the amendment. He asked his allies in the House to double their efforts to convince their colleagues. When they asked how they could convince two more congressmen, Lincoln said, "I am President of the United States, clothed with great power. The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come—a measure of such importance that these two votes must be procured. I leave to you to determine how it shall be done..."

To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives.

The effort paid off. The House reversed its previous vote, gaining a two-thirds majority. The amendment was ratified by rapidly reaching the required number of states. By the end of 1865, the Constitution had a new amendment, which reads:

**"Section 1.** Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

**"Section 2.** Congress shall have power to enforce this article by appropriate legislation."

**Directions:** Answer the questions using evidence from the text.

1 Lincoln helped to permanently end slavery in America by pushing Congress to pass which Amendment?

- (A) the 10th Amendment
- (B) the 12th Amendment
- (C) the 13th Amendment
- (D) the 14th Amendment

2 The problem that Lincoln saw with the Emancipation Proclamation was that it could potentially be reversed after the end of the Civil War, if leaders viewed it as only a wartime measure.

How did Lincoln attempt to solve this problem?

- (A) Lincoln declared all slaves in the Border States free.
- (B) Lincoln tried to acquire more legal rights as president.
- (C) Lincoln invited Congressmen to the White House.
- (D) Lincoln pressed to pass the 13th Amendment.

3 What words or phrase tells what this passage is mostly about?

- (A) President Lincoln, Emancipation Proclamation
- (B) 13th Amendment, ended the Civil War
- (C) African Americans, served in the Union army
- (D) How and why Lincoln, fought for the 13th Amendment

**Directions:** Answer the questions using evidence from the text.

- 4 It is difficult to change the Constitution of the United States. What evidence from the passage supports this conclusion?
- (A) Two thirds of both the Senate and the House must vote for the change, then three quarters of the states must approve it.
  - (B) The 13th Amendment to the Constitution states that, "Congress shall have power to enforce this article by appropriate legislation."
  - (C) A change to the United States Constitution is called a Constitutional Amendment. The 13th Amendment was the 13th change made to the Constitution.
  - (D) Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels.

- 5 Read the following sentences: "To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives. The effort paid off. The House reversed its previous vote, gaining a two-thirds majority."

Based on this information, what can you conclude?

- (A) The congressmen could not be persuaded to change their votes on the Amendment.
- (B) The congressmen could be persuaded to change their votes with offers that personally benefited them.
- (C) Lincoln got in trouble for bribing congressman to vote for the Amendment.
- (D) The congressmen were less concerned with personal gain than they were with the impact of slavery on the nation.

**Directions:** Answer the questions using evidence from the text.

6 Read the following sentence: "The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in **bondage**, but of unborn millions to come—a measure of such importance that these two votes must be procured."

As used in this sentence, what does the word "**bondage**" refer to?

- ☐ A slavery
- ☐ B the South
- ☐ C the North
- ☐ D freedom

7 Choose the answer that best completes the sentence below.

Lincoln was afraid that slavery would be reestablished after the Civil War, \_\_\_\_\_ he pressed to have a ban on slavery written into the Constitution.

- ☐ A yet
- ☐ B namely
- ☐ C so
- ☐ D for example

8 What did the Emancipation Proclamation declare?

- ☐ A that women can vote
- ☐ B that all the slaves are free
- ☐ C that only the slaves in the Confederacy are free
- ☐ D war against the Union



**Directions:** Read the passage. Then answer the questions using evidence from the text.

## A Bad Move

This was the fourth time this year that Lin was the new kid in school. Four moves in seven months--all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time. She would join no more clubs. She would add no new names to her phone list.

On her first day, the teacher welcomed her to the class and assigned a "buddy" to help her find her way around. This time, it was a girl named Marley, or Carly, or something. Lin had stopped paying attention to kids' names.

Lin knew that she would forget them all, just as the other kids from all those other schools had probably forgotten her. As the teacher was giving Lin papers filled with assignments to make up, Lin made her decision. At this school, she would be memorable.

The next day, Tuesday, instead of wearing the usual jeans and tee shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween costume. She didn't brush her hair. On Wednesday, she wore an old dress of her mother's, along with soccer cleats. "At least they'll remember me after we've moved away," she thought on Thursday as she put on a plaid skirt, a tee shirt, and a pile of long beaded necklaces her grandmother had given her to play with.

On Friday, they called her mother to school. She was a bit worried about what her mom would say when she saw her outfit—a hula skirt from a vacation in Hawaii worn on top of a pair of tattered jeans. From inside the principal's office, she heard her mother and Mrs. Leonard talking.

“She'll be so excited,” her mother said to Mrs. Leonard in the hallway.

“We've moved so often, but this time, we're here to stay. I've got a new job in town. Finally, she'll be able to fit in.”

**Directions:** Answer the questions using evidence from the text.

1 Now that Lin will be staying in town, how do you think she will feel about having worn such weird outfits her first week at this school?

- (A) sure the school authorities will punish her
- (B) uncertain about winning acceptance from her peers
- (C) proud to have displayed her unusual wardrobe
- (D) relieved to stay in one place long enough to shop

2 The problem that Lin's odd actions represent is that she \_\_\_\_\_.

- (A) misses the clothes she wore when younger
- (B) wants to go back to her first home
- (C) feels that she is never given the opportunity to make friends
- (D) resents her mother having such a job

3 The title of the passage is *A Bad Move*. Which action is most likely the "bad move" in the passage?

- (A) Lin decides to not join clubs and to not add new names to her phone list.
- (B) Lin's mom tells Mrs. Leonard that she and Lin will be staying in the town.
- (C) Lin's teacher gave her assignments to make up.
- (D) Lin tries to be memorable by wearing unusual outfits to school.

**Directions:** Read the passage. Then answer the questions using evidence from the text.

4 When Lin's mother gets a job in town, it solves one problem but creates another. The new problem is that \_\_\_\_\_.

- ☐ A Lin does not like her new school
- ☐ B Lin likes moving from place to place
- ☐ C Lin's classmates may think she is strange
- ☐ D Lin misses her old friends

5 What is the theme of the passage?

- ☐ A People's actions and choices always have consequences.
- ☐ B You should never dress strangely.
- ☐ C You should always make new friends.
- ☐ D Always listen to your teacher.

6 How might Lin be feeling at the end of the story?

- ☐ A silly because she dressed terribly for school
- ☐ B happy to be staying at her new school
- ☐ C afraid that they may actually move again
- ☐ D confident that she will be popular





**Directions:** Read the passage. Then answer the questions using evidence from the text.

## Twins' Luck

Mateo's apartment was on the second floor of the building, over the bakery. The house always smelled of sugar and vanilla, even though his mother cooked spicy foods at home, like **asopao (1)** and **mofongo (2)**.

Mateo was ten and had a twin brother named Marcos. They did not look much alike. Marcos was short, with wide hands and thin hair, like an old man. He couldn't speak and could walk only by dragging his left foot behind him. He never got far. When they went out, he used a wheelchair.

Some days, while he was getting ready for school and while his father and mother were getting Marcos ready for the day, Mateo wondered what it would be like to be Marcos. They would bathe him and dress him. They would put him in a soft chair in front of the television. Then his father would leave for work and his mother would feed him a soft boiled egg or a bowl of corn mush. She would put a bell at his side in case he needed anything. All his needs would be taken care of by someone else.

Mateo wondered how the two of them, who started out together, had wound up so different. Was it luck? Why wasn't life fair? When he was younger, he thought that Marcos was the lucky one, getting so much attention when *he* had to do things for himself. Mateo's parents never seemed to have time for him. Mateo never got to stay home and watch cartoons all day. Then one day, it hit him. The idea surprised him because he couldn't see how he hadn't realized it before. Marcos wasn't as lucky as Mateo thought.

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<sup>1</sup> **asopao**: a type of rice soup

<sup>2</sup> **mofongo**: a food made with meat and fried plantain (a banana-like food)

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**Directions:** Answer the questions using evidence from the text.

1 When Mateo was younger, he thought that his brother Marcos was the lucky one because he received so much attention. What important idea does Mateo realize one day?

- (A) Mateo is not as lucky as Marcos.
- (B) Marcos and Mateo are very similar, despite their differences.
- (C) Marcos is luckier than Mateo thought.
- (D) Marcos isn't as lucky as Mateo thought.

2 What words or phrase tells the main theme of this text?

- (A) Shouldn't take advantage, people's weaknesses.
- (B) Someone's life, not always what it seems.
- (C) Twins, strong bond they share for life.
- (D) People, not be defined by their disabilities.

3 Based on the text, what can be concluded about Marcos's condition?

- (A) He is recovering from an illness.
- (B) He is able to move around freely.
- (C) He has suffered an injury caused by an accident.
- (D) He has a disability.

**Directions:** Answer the questions using evidence from the text.

4 Based on the text, how do Marcos's parents feel about him?

- ☐ A They feel Marcos is overwhelming.
- ☐ B They are resentful towards Marcos.
- ☐ C They are unsure about how to help him.
- ☐ D They care very deeply about Marcos.

5 How do you think Mateo feels after realizing that Marcos is not so lucky?

- ☐ A guilty
- ☐ B happy
- ☐ C annoyed
- ☐ D excited

6 How do you think Mateo will treat his brother from now on?

- ☐ A Mateo will ignore his brother.
- ☐ B Mateo will treat his brother the same.
- ☐ C Mateo will treat his brother with more respect.
- ☐ D Mateo will treat his brother with less respect.



**Directions:** Read the passage. Then answer the questions using evidence from the text.

## Food for Energy



Humans, like other animals, get their energy from the foods they eat. There's the energy used for big things, like exercising and playing sports. There's the energy that gives you the brainpower to complete homework assignments and study. The truth is, we use energy for everything from brushing our teeth to keeping our hearts pumping. But before our food helps us, and all animals, to perform different activities, it must be broken down through digestion.

Digestion is the process by which our bodies break down food into nutrients, which the body can then use for energy, growth, and cell repair. It is critical to our survival. Digestion is a complicated process, and most of the time, we aren't even aware that it's going on. As food moves through our bodies—from the very first chew to the stomach and intestines—enzymes help transform the food matter so that its nutrients are absorbed into the cells. That means that even when you are sitting on the couch watching television after dinner, your body is doing hard work as digestion involves multiple body systems.

However, not all living organisms access energy in the same way. For example, plants use a process called photosynthesis to convert the sun's light energy into chemical energy. There are three specific elements necessary for photosynthesis to begin: sunlight, water, and carbon dioxide, a naturally occurring gas in our atmosphere. In fact, carbon dioxide is one of the compounds animals exhale during the breathing process. When the sun's rays hit a plant's leaves, the plant is able to transform that light—or solar energy—into chemical energy that is then used as fuel. Plants use this fuel in some of the ways that animals do. While you're never going to see a plant running down the sidewalk (at least, not in real life!), a plant is growing and changing all the time even though you may not be able to see its incredibly slow growth with your naked eye.

A plant consumes each of the three elements necessary for photosynthesis in a different way. The sunlight is absorbed through “chloroplasts,” cell-like structures found in a plant's leaves that trap the sunlight and use its energy. The plant “breathes in” carbon dioxide through tiny pores—or holes—in its leaves that are called stomata.

Finally, water is soaked up into the plant, mostly through its roots. Photosynthesis results in two different end-products: oxygen and sugars. These sugars plants make store the chemical energy converted from light energy. The plant “breathes out” oxygen during photosynthesis.

Oxygen is something we animals need to breathe and survive. So, although plants and animals consume energy differently, we are connected in the process. That's something to think about next time you're running fast through a meadow or sitting quietly, admiring a beautiful flower.

**Directions:** Answer the questions using evidence from the text.

1 According to the passage, where do humans get their energy for playing sports?

- (A) from food
- (B) from the sun
- (C) from our hearts pumping
- (D) from enzymes

2 How does the author compare animals and plants?

- (A) The author describes where plants and animals live.
- (B) The author describes how plants and animals look.
- (C) The author describes how plants and animals get their energy.
- (D) The author describes the respiratory systems of plants and animals.

3 What words or phrase tells what this passage mainly about?

- (A) humans, energy to play sports
- (B) plants and animals, energy
- (C) process, photosynthesis
- (D) process, digestion

**Directions:** Read the passage. Then answer the questions using evidence from the text.

4 Read the following sentence: "When the sun's rays hit a plant's leaves, the plant is able to transform that light—or solar energy—into chemical energy that is then used as fuel."

Based on the evidence above, what conclusion can be made?

- (A) The sun causes plants to produce light.
- (B) Plants can turn food into solar energy.
- (C) Photosynthesis only occurs at night.
- (D) Plants need the sun to make food.

5 Read the following sentences: "For example, plants use a process called photosynthesis to convert the sun's light energy into chemical energy. There are three specific elements necessary for photosynthesis to begin: sunlight, water, and carbon dioxide, a naturally occurring gas in our atmosphere."

Based on the evidence above, why is it important to water your houseplants?

- (A) Plants need water to make food and generate energy.
- (B) Plants need water to make carbon dioxide.
- (C) Plants need water to make solar energy.
- (D) Plants need water to make natural gases.

**Directions:** Answer the questions using evidence from the text.

6 Read the following sentences: "When the sun's rays hit a plant's leaves, the plant is able to transform that light—or **solar** energy—into chemical energy that is then used as fuel."

As used in the passage, what does the word "**solar**" mean?

- (A) relating to heat
- (B) relating to the sun
- (C) relating to plants
- (D) relating to chemicals

7 Choose the answer that best completes the sentence below.

\_\_\_\_\_ our food can give us energy to perform different activities, it must be broken down through digestion.

- (A) After
- (B) Before
- (C) Since
- (D) Because





Directions: Read the passage. Then answer the questions using evidence from the text.



## Brothers

Joseph had run away.

Philip could tell his mother was worried by the way she paced up and down the kitchen floor, twisting her hair into knots, while speaking softly into the telephone. "I don't know where he went," she whispered. She shot Philip a sidelong look that seemed to say, "Don't worry," then smiled as if this was just a normal, routine phone call. "No, we didn't get into a fight. There wasn't..." She left the kitchen, glancing quickly at the clock. Philip was going to be late for school.

Philip pushed his cereal around the bowl with his spoon. Joseph hated living at home. "I'm an old soul," he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. "I can't be tethered," he'd sing, until their mother would laugh.

"Joseph," she'd say, exasperated.

Joseph was nearly six years older than Philip and was what their mother called "a troublemaker." Philip had a loose understanding of what it meant to be a "troublemaker." It was someone who stayed out past curfew, lied, ran away, and hung around with "a bad crowd." Philip had met this crowd, and he didn't think they were bad at all. In fact, he liked Joseph's friends. Whenever they saw him, they shook his hand like he was a grown man and not somebody's kid brother.

Last summer, Philip broke his arm playing baseball. That wasn't exactly true, when Philip came to think of it, but it was what he had told Joseph's friends when they saw

the cast on his arm. They had given him the nickname “Captain” after that, and Laura, Joseph’s girlfriend, always asked him, “Have you been drafted yet?”

Philip hadn’t wanted to play baseball at all that summer. He had wanted to join the swim team, but his father said swimming wasn’t a sport. Philip knew better than to argue with his dad and so he agreed. He hadn’t realized that his baseball coach had stuck him in the outfield because he was a bad player, and that the coach didn’t expect anyone to hit a ball that far into the field.

After dinner one night, Philip heard his dad explain it to his mother. “Philip’s the worst player on the team. They put him in the outfield so he doesn’t mess it up for the rest of the team,” he’d said. He didn’t know Philip could hear him. Joseph, who was sitting next to Philip, had nudged him, then squeezed his shoulder. “Don’t sweat it, kid,” he had said. “There’s always something better out there.”

Philip had broken his arm the day a fly ball—the only one of the game—soared into the sky right above his head. Philip hadn’t been paying attention to the game, but suddenly he heard everyone calling his name. He saw the small black dot blot out the sun, and he raised his left hand high into the air and shut his eyes. He felt the ball land heavily in his glove. He was surprised by its weight. His hand was sore.

He ran back toward the mound, proud for the first time all season that he had helped his team. He wasn’t looking where he was going and didn’t notice the small rock hidden in the green of the outfield until his foot caught against it. Suddenly, he was soaring into the air. And then, just as quickly, he came crashing down, his arm outstretched, snapping as it hit the ground.

He had cried, knowing that his father would be disappointed and that he

wouldn't be able to swim again until next summer.

Joseph had taken him out for ice cream.

"You know, there's a lot more to life than baseball," Joseph had said. "Take me. I wasn't meant for some crummy two-star town."

Philip had smiled, agreeing. He wasn't sure what Joseph meant by "two-star," but he knew that Joseph wanted life to move fast and hard.

"Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money. And I'm going to do it my way."

Philip sat quietly. "You'll say goodbye before you go, right?" he asked.

Joseph laughed. "You're really something, you know that?"

When Philip thought about it, he realized that Joseph had never really answered him.

They'd left the ice cream store and walked home, and Joseph had never mentioned leaving again.

By now, Philip's cereal had gone soft. It was inedible. His mother was organizing the cabinets. "You know, your brother's really done it this time," she said. She ran her fingers through her hair, sighing deeply.

"I'm an old soul," Philip sang. "I can't be tethered."

His mother smiled. She looked at the clock.

**Directions:** Answer the questions using evidence from the text.

1

What has caused Philip's mother to worry at the beginning of the text?

A

Joseph has fought with his mother.

B

Philip has broken his arm.

C

Joseph has run away.

D

Joseph has stayed out past curfew.

2

What main problem does Joseph face in this story?

A

Joseph hates living at home.

B

Joseph does not want to play baseball.

C

Joseph breaks his arm.

D

Joseph disappoints his father.

3

Based on the information from the text, how does Philip feel about his brother Joseph?

A

Philip is annoyed by his Joseph's behavior.

B

Philip is disappointed in Joseph.

C

Philip thinks that Joseph is a troublemaker.

D

Philip cares for Joseph and looks up to him.

**Directions:** Answer the questions using evidence from the text.

4

What is the main idea of the passage?

A

Philip wants to join the swim team but is forced to play baseball.

B

Philip's "troublemaker" brother, Joseph, has run away.

C

Philip's father is disappointed that he is not good at baseball.

D

Philip catches a fly ball during a baseball game.

7

Choose the answer that best completes the sentence.

Philip asks his brother if he will say goodbye before he leaves town; \_\_\_\_\_,

A

Joseph simply laughs and does not answer the question.

therefore

B

however

C

for instance

D

Especially

# Writing



Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
Quality of Language		<ul style="list-style-type: none"> <li>Contains at most frequently used Tier 1 words or predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 words and phrases</li> </ul>
Coherence of Response		<ul style="list-style-type: none"> <li>Lacks a clear orientation, or development of an idea, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and at least one sentence to introduce, develop, transition, or conclude ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logical development of ideas, and closure to provide clear organization</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of characters, details, or events</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least two references to characters, details, events, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some references to characters, and limited development of details, sequenced events and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many references to characters, and partial development of details, sequenced events, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of ideas or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one idea with support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some linked ideas, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many stated and linked ideas, a variety of support, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied precisely stated and linked ideas, a variety of support, and closure</li> </ul>
Mechanics		<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

**Directions:** Read along silently as your teacher reads the following passage aloud to you.

## Earth Science – Earthquakes

One summer I was in Las Vegas with my family. Our hotel room was on one of the top floors of a high-rise building. This was a vacation I will never forget! We woke up around 6 A.M. The building was shaking and swaying back and forth like a pendulum. It was an **earthquake!**<sup>1</sup>

Las Vegas is in the western state of Nevada, which is right next to California. The **epicenter**<sup>2</sup> was actually in California, but we still felt it over 100 miles away.

Earthquakes occur when plates in the Earth's crust rub together. This **friction**<sup>3</sup> causes the surface to shift back and forth. It also makes huge cracks in the ground, sometimes miles long and several feet deep.

Luckily, that summer in Las Vegas, my family got out of the building safely. I was never so scared in all my life. Others in history have not been so **fortunate**.<sup>4</sup> On Jan. 17, 1995, an earthquake struck in Kobe, Japan. It caused over 6,000 deaths. In 1906, a huge earthquake hit San Francisco, killing over 3,000 people and destroying over 25,000 buildings.

---

1 **earthquake** – a sudden, violent shaking of the ground

2 **epicenter** - the middle of the earthquake

3 **friction** – rubbing one object or surface against another

4 **fortunate** – lucky



**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in the passage, "Earth Science Earthquakes." Being in an Earthquake or being away from home can be a scary experience. Write about a time that you were scared. Tell what made you scared and why you were scared. In another paragraph, write what helped you to feel better. You can complete the following sentences below to help you with your writing.

I felt scared when \_\_\_\_\_.

\_\_\_\_\_ made me feel scared.

It was scary because \_\_\_\_\_.

I started to feel better when \_\_\_\_\_.

\_\_\_\_\_ helped me because \_\_\_\_\_.

Next time I will \_\_\_\_\_.

**Level 1**

**Use the lines below for your writing.**

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

## Level 1



**Read the passage again. Then you will be asked to write about the passage.**

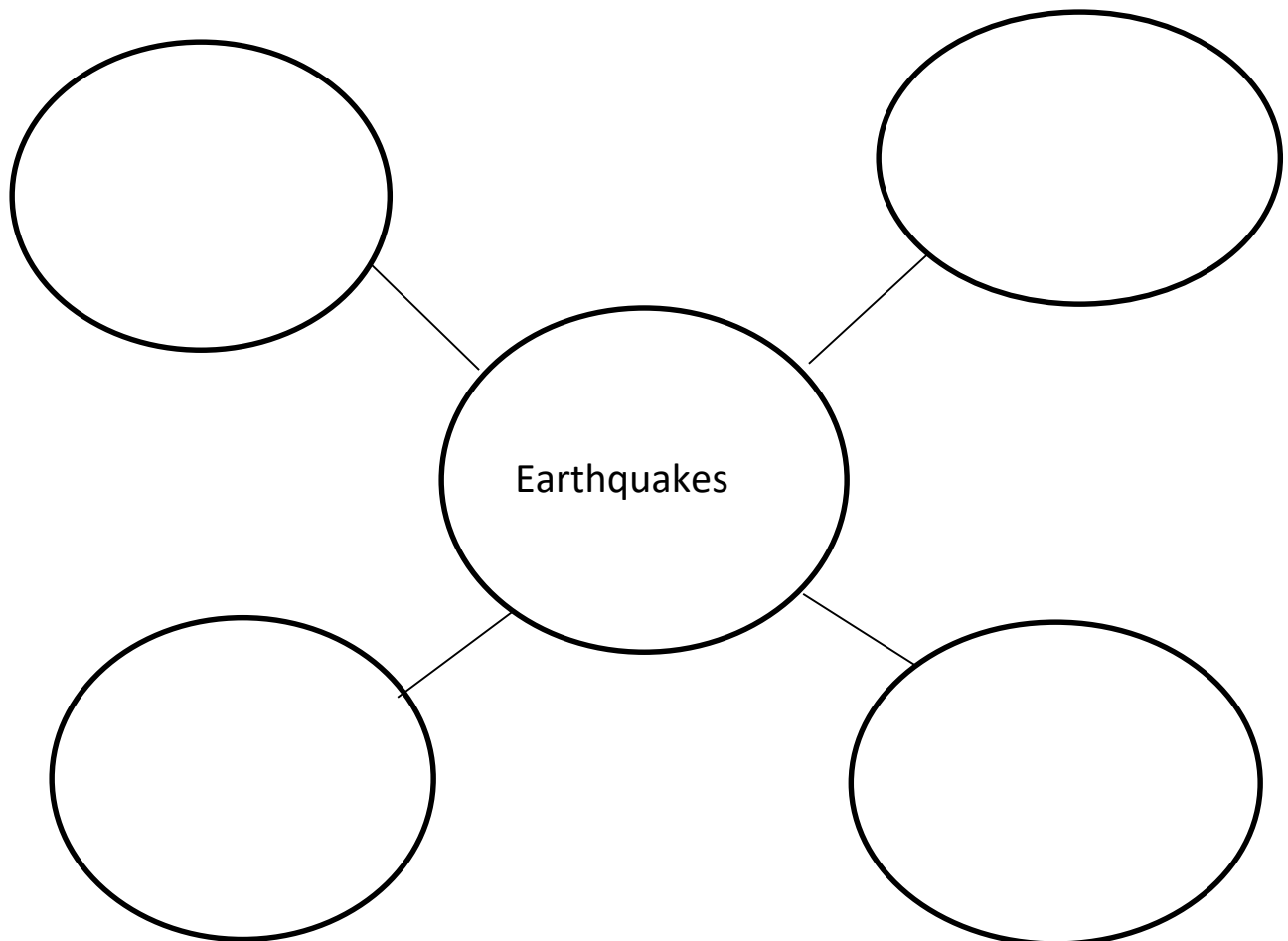
**Now read the directions below:**

Think about what you read in the passage, "Earth Science Earthquakes." Write two paragraphs that tell what you would do and how you would feel if you were in an Earthquake.

**Read the list below of different feelings to help you get different ideas for your writing.**

1. Scared
2. Frightened
3. Nervous
4. Terrified
5. Sad
6. Brave

In the graphic organizer below, fill in the circles with reasons that caused you to feel a certain emotion. Use the feelings you chose from the list and your graphic organizer to answer the question.



**Level 2**

**Use the lines below for your writing.**

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

## Level 2



**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in the passage, “Earth Science Earthquakes.” Write two paragraphs describing Earthquakes. Tell what causes Earthquakes and the damage they can cause. Use information from the passage to support your answer.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraph on the next page.**

Planning Page

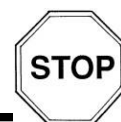
Use the lines below for your writing. Remember to use information from the passage to support your ideas.

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**Directions:** Read along silently as your teacher reads the following passage aloud to you.

## A Bad Move

This was the fourth time this year that Lin was the new kid in school. Four moves in seven months--all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time. She would join no more clubs. She would add no new names to her phone list.

On her first day, the teacher welcomed her to the class and assigned a "buddy" to help her find her way around. This time, it was a girl named Marley, or Carly, or something. Lin had stopped paying attention to kids' names.

Lin knew that she would forget them all, just as the other kids from all those other schools had probably forgotten her. As the teacher was giving Lin papers filled with assignments to make up, Lin made her decision. At this school, she would be memorable.

The next day, Tuesday, instead of wearing the usual jeans and tee shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween costume. She didn't brush her hair. On Wednesday, she wore an old dress of her mother's, along with soccer cleats. "At least they'll remember me after we've moved away," she thought on Thursday as she put on a plaid skirt, a tee shirt, and a pile of long beaded necklaces her grandmother had given her to play with.

On Friday, they called her mother to school. She was a bit worried about what her mom would say when she saw her outfit—a hula skirt from a vacation in Hawaii worn on top of a pair of tattered jeans. From inside the principal's office, she heard her mother and Mrs. Leonard talking.

“She'll be so excited,” her mother said to Mrs. Leonard in the hallway.

“We've moved so often, but this time, we're here to stay. I've got a new job in town. Finally, she'll be able to fit in.”

**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in “A Bad Move.” Tell about a time that you moved to a new home or a new school. Write about how you felt and what you did to feel comfortable in your new environment.

Use the sentences below to help you with ideas for your writing.

- Going to a new school made me feel \_\_\_\_\_.
- Moving into a new home was \_\_\_\_\_.
- I felt better after I \_\_\_\_\_.
- When I saw \_\_\_\_\_.
- I think I am going to feel \_\_\_\_\_ after \_\_\_\_\_.

Level 1

Use the lines below for your writing.

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

## Level 1



**Read the passage again.**

**Now read the directions below:**

Think about what you read in “A Bad Move.” How do you think Lin will react when mom tells her they will stay? Write the ending to this story and describe how Lin feels about staying.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraphs on the next page.**

Planning Page

**Level 2**

**Use the lines below for your writing.**

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.



GC1.A1.ToM.W.5-6.1; GC2.A2.ToM.W.5-6.2; GC2.A4.ToM.W.5-6.4

## Level 2



**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in “A Bad Move.” Lin has moved many times in her life. If Lin moved to your school or neighborhood, how would you make Lin feel welcomed? Write two paragraphs including things you would say, do and share with Lin.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraph on the next page.**

Planning Page

**Level 3**

**Use the lines below for your writing.**

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

Extended Constructed Response (Narrative): CCSS.ELA-LITERACY.RI.5.1, RI.5.2, RI.5.10, W.5.2, L.5.1  
GC1.A1.ToM.W.5-6.1; GC2.A2.ToM.W.5-6.2; GC2.A4.ToM.W.5-6.4

**Level 3**



**Directions:** Read along silently as your teacher reads the following passage aloud to you.

## Food for Energy



Humans, like other animals, get their energy from the foods they eat. There's the energy used for big things, like exercising and playing sports. There's the energy that gives you the brainpower to complete homework assignments and study. The truth is, we use energy for everything from brushing our teeth to keeping our hearts pumping. But before our food helps us, and all animals, to perform different activities, it must be broken down through digestion.

Digestion is the process by which our bodies break down food into nutrients, which the body can then use for energy, growth, and cell repair. It is critical to our survival. Digestion is a complicated process, and most of the time, we aren't even aware that it's going on. As food moves through our bodies—from the very first chew to the stomach and intestines—enzymes help transform the food matter so that its nutrients are absorbed into the cells. That means that even when you are sitting on the couch watching television after dinner, your body is doing hard work as digestion involves multiple body systems.

However, not all living organisms access energy in the same way. For example, plants use a process called photosynthesis to convert the sun's light

energy into chemical energy. There are three specific elements necessary for photosynthesis to begin: sunlight, water, and carbon dioxide, a naturally occurring gas in our atmosphere. In fact, carbon dioxide is one of the compounds animals exhale during the breathing process. When the sun's rays hit a plant's leaves, the plant is able to transform that light—or solar energy—into chemical energy that is then used as fuel. Plants use this fuel in some of the ways that animals do. While you're never going to see a plant running down the sidewalk (at least, not in real life!), a plant is growing and changing all the time even though you may not be able to see its incredibly slow growth with your naked eye.

A plant consumes each of the three elements necessary for photosynthesis in a different way. The sunlight is absorbed through “chloroplasts,” cell-like structures found in a plant's leaves that trap the sunlight and use its energy. The plant “breathes in” carbon dioxide through tiny pores—or holes—in its leaves that are called stomata.

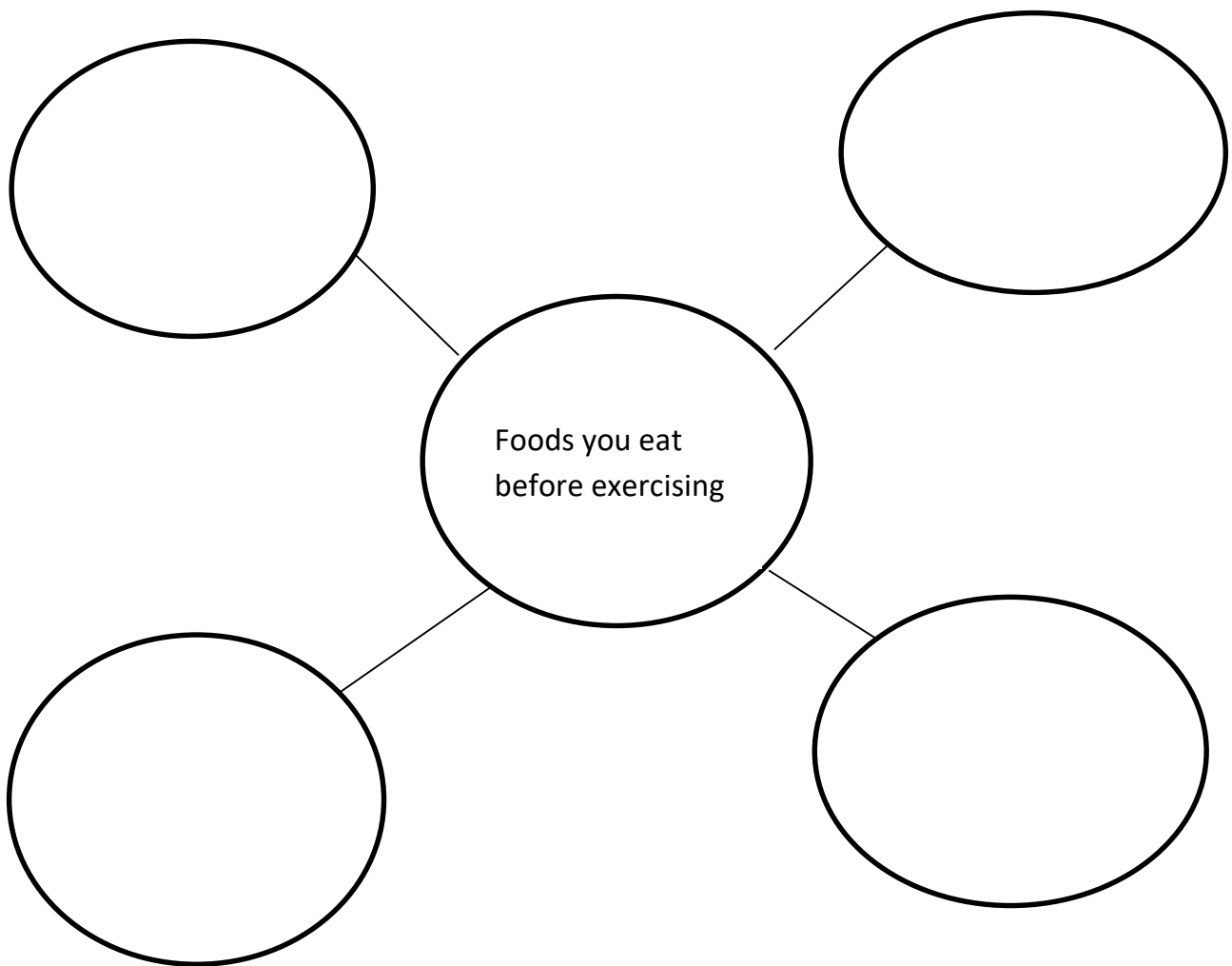
Finally, water is soaked up into the plant, mostly through its roots. Photosynthesis results in two different end-products: oxygen and sugars. These sugars plants make store the chemical energy converted from light energy. The plant “breathes out” oxygen during photosynthesis.

Oxygen is something we animals need to breathe and survive. So, although plants and animals consume energy differently, we are connected in the process. That's something to think about next time you're running fast through a meadow or sitting quietly, admiring a beautiful flower.

**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in “Food for Energy.” In the passage, it tells how people need energy to exercise and play sports. Write about the foods you eat before you exercise, play sports or complete your homework. Be sure to include how it helps your body get energy. Fill in the graphic organizer with foods you eat before you exercise. After you are done, think about how these foods help your body to perform well when playing sports, completing school work.



Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



### Level 1



**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in “Food for Energy.” In the passage, it tells how people need energy to exercise and play sports. Some foods are healthy and some are unhealthy. These foods effect our bodies in different ways. Write about the differences that you experience when you eat these different foods.

**Use the T-Chart below to help you organize your thoughts for the writing.**

Healthy foods and how they affect my body

Unhealthy foods and how they affect my body

Checklist: ✓

- NEXT PAGE** 

## Level 2

**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read about in “Food for Energy.” What is the main difference between animals and plants and how they get energy, as described by the author in this passage? Use details from the passage and your own life experiences to write at least two paragraphs on the main difference between animals and plants.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraphs on the next page.**

Planning Page

Checklist: ✓

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Extended Constructed Response (Informational): CCSS.ELA-LITERACY.RI.5.1, RI.5.2, RI.5.10, W.5.2,  
L.5.1GC1.A1.ToM.W.5-6.1; GC2.A2.ToM.W.5-6.2; GC2.A4.ToM.W.5-6.4

**Level 3**



**Directions:** Read along silently as your teacher reads the following passage aloud to you.



Joseph had run away.

Philip could tell his mother was worried by the way she paced up and down the kitchen floor, twisting her hair into knots, while speaking softly into the telephone. "I don't know where he went," she whispered. She shot Philip a sidelong look that seemed to say, "Don't worry," then smiled as if this was just a normal, routine phone call. "No, we didn't get into a fight. There wasn't..." She left the kitchen, glancing quickly at the clock. Philip was going to be late for school.

Philip pushed his cereal around the bowl with his spoon. Joseph hated living at home.

"I'm an old soul," he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. "I can't be tethered," he'd sing, until their mother would laugh.

"Joseph," she'd say, exasperated.

Joseph was nearly six years older than Philip and was what their mother called "a troublemaker." Philip had a loose understanding of what it meant to be a "troublemaker." It was someone who stayed out past curfew, lied, ran away, and hung around with "a bad crowd." Philip had met this crowd, and he didn't think they were bad at all. In fact, he liked Joseph's friends. Whenever they saw him, they shook his hand like he was a grown man and not somebody's kid brother.

Last summer, Philip broke his arm playing baseball. That wasn't exactly true, when Philip came to think of it, but it was what he had told Joseph's friends when they saw the cast on his arm. They had given him the nickname "Captain" after that, and Laura, Joseph's girlfriend, always asked him, "Have you been drafted yet?"



Philip hadn't wanted to play baseball at all that summer. He had wanted to join the swim team, but his father said swimming wasn't a sport. Philip knew better than to argue with his dad and so he agreed. He hadn't realized that his baseball coach had stuck him in the outfield because he was a bad player, and that the coach didn't expect anyone to hit a ball that far into the field.

After dinner one night, Philip heard his dad explain it to his mother. "Philip's the worst player on the team. They put him in the outfield so he doesn't mess it up for the rest of the team," he'd said. He didn't know Philip could hear him. Joseph, who was sitting next to Philip, had nudged him, then squeezed his shoulder. "Don't sweat it, kid," he had said. "There's always something better out there."

Philip had broken his arm the day a fly ball—the only one of the game—soared into the sky right above his head. Philip hadn't been paying attention to the game, but suddenly he heard everyone calling his name. He saw the small black dot blot out the sun, and he raised his left hand high into the air and shut his eyes. He felt the ball land heavily in his glove. He was surprised by its weight. His hand was sore.

He ran back toward the mound, proud for the first time all season that he had helped his team. He wasn't looking where he was going and didn't notice the small rock hidden in the green of the outfield until his foot caught against it. Suddenly, he was soaring into the air. And then, just as quickly, he came crashing down, his arm outstretched, snapping as it hit the ground.

He had cried, knowing that his father would be disappointed and that he wouldn't be able to swim again until next summer.

Joseph had taken him out for ice cream.

"You know, there's a lot more to life than baseball," Joseph had said. "Take me. I wasn't meant for some crummy two-star town."

Philip had smiled, agreeing. He wasn't sure what Joseph meant by "two-star," but he knew that Joseph wanted life to move fast and hard. "Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money. And I'm going to do it my way."

Philip sat quietly. "You'll say goodbye before you go, right?" he asked.

Joseph laughed. "You're really something, you know that?"

When Philip thought about it, he realized that Joseph had never really answered him.

They'd left the ice cream store and walked home, and Joseph had never mentioned leaving again.

By now, Philip's cereal had gone soft. It was inedible. His mother was organizing the cabinets. "You know, your brother's really done it this time," she said. She ran her fingers through her hair, sighing deeply.

"I'm an old soul," Philip sang. "I can't be tethered."

His mother smiled. She looked at the clock.

**Read the passage again. Then you will be asked to write about the passage. Now**

**read the directions below:**

Think about what you read in "Brothers." In the passage, we know that the mom was worried because she was pacing up and down the kitchen floor. Why is the mom worried? If you were the mom, would you have the same feeling of worry? Why or why not? Be sure to explain your answer using details from the story.

Checklist: ✓

- NEXT PAGE** 

### Level 1

**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in “Brothers.” People show emotions in different ways. In the passage, we know that the mom was worried because she was pacing up and down the kitchen floor. Think about a time when you felt emotional. What signs/actions would people notice about how you were feeling? Choose two different emotions that you were experiencing and describe your behavior.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraphs on the next page.**

Planning Page

**Use the lines below for your writing. Remember to use information from the passage to support your ideas.**

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

## Level 2



**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read in “Brothers.” Is Joseph a good older brother to Philip? What attributes would make a sibling good? Which of these attributes do you think Joseph demonstrates? Write two paragraphs using evidence from the text and your own opinion to support your answer.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraphs on the next page.**

Planning Page

Checklist: ✓

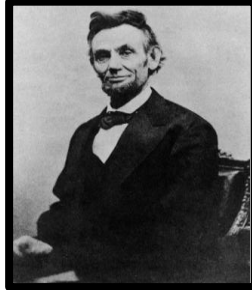
- ☐ Write about the topic.
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- ☐ Use correct grammar, punctuation and spelling.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

### Level 3

**Directions:** Read the passage. Then answer the questions using evidence from the text.

## Lincoln and the 13th Amendment to End Slavery



Abraham Lincoln was the sixteenth President of the United States. Today, Lincoln is widely regarded as one of the greatest presidents in the nation's history, in part because he helped to permanently end slavery in America. He did this by pushing Congress to pass the 13<sup>th</sup> Amendment before the end of the Civil War.

An "amendment" is a change. The 13<sup>th</sup> Amendment was the 13<sup>th</sup> change to the United States Constitution. The United States Constitution is the fundamental law of the nation. The people who wrote the Constitution in 1787 wanted to make it possible but difficult to change the Constitution. In order to add a Constitutional Amendment, two-thirds of the members of both the Senate and the House of Representatives must vote for it. Then three-quarters of the states must approve, or "ratify," it.

In 1864, President Lincoln pressed to achieve the difficult task of getting the 13<sup>th</sup> Amendment passed, two years after he had signed the Emancipation Proclamation. The Emancipation Proclamation declared slaves free, but it only applied to the three million slaves who lived in the so-called Confederacy. The Confederacy was made up of the 11 states that were rebelling against the Union.

There were more than 700,000 other slaves who lived in areas that were not rebelling, and they were not legally free. Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels. He thus thought he could legally free the slaves in those regions of the country that were rebelling. This helped the war effort in a practical way, since the Proclamation also directed the United States Army to allow African American men to enlist. By the end of the Civil War, almost 200,000 African Americans had served in the Union Army.

But Lincoln did not believe he had the legal right to free the slaves in the “border states,” which included Delaware, Kentucky, Maryland, and Missouri. These states had remained loyal to the Union. All four states permitted slavery. Lincoln also feared that once the war was over, leaders of the nation would reverse the Emancipation Proclamation. He feared they might consider the Emancipation Proclamation only a wartime measure. That is why Lincoln wanted a ban on slavery written right into the Constitution.

In 1864 the Senate passed the amendment with the necessary two-thirds majority. But the House of Representatives failed to pass the amendment. Before the House voted on the amendment for the second time, Lincoln invited individual congressmen to the White House. Lincoln acted friendly and polite, using arguments he thought would convince each congressman. He told Congressman James Rollins from the border state of Missouri that a vote for the amendment would send a signal to the South from the Border States, including Missouri. Lincoln argued this would quickly end what had been a long and bloody war.

He didn't just try to reason with the congressmen opposed to the amendment. He asked his allies in the House to double their efforts to convince their colleagues. When they asked how they could convince two more congressmen, Lincoln said, "I am President of the United States, clothed with great power. The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come—a measure of such importance that these two votes must be procured. I leave to you to determine how it shall be done..."

To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives.

The effort paid off. The House reversed its previous vote, gaining a two-thirds majority. The amendment was ratified by rapidly reaching the required number of states. By the end of 1865, the Constitution had a new amendment, which reads:

**"Section 1.** Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

**"Section 2.** Congress shall have power to enforce this article by appropriate legislation."

**Level 1**

**Read the passage again. Then you will be asked to write about the passage. Now**

**read the directions below:**

Think about what you read about Abraham Lincoln in, “Lincoln and the 13<sup>th</sup> Amendment to End Slavery.” In this passage, Lincoln is talking about making amendments to the Constitution. In our classrooms, we create rules that can be seen as our “Classroom Constitution.” If you were given the opportunity to change one of our rules, which would you amend and how would it change our classroom? Write one paragraph explaining your answer.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

**You will write your final paragraphs on the next page.**

**Planning Page**

Checklist: ✓

- NEXT PAGE** 



## Level 1

**NEXT PAGE**

**Level 2**

**Read the passage again. Then you will be asked to write about the passage. Now read the directions below:**

Think about what you read about Abraham Lincoln in, "Lincoln and the 13<sup>th</sup> Amendment to end Slavery." Write at least two paragraphs explaining what Abraham Lincoln did to permanently end slavery.

**Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will not count toward your final score.**

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**Planning Page**

**Level 2**

**Use the lines below for your writing. Remember to use information from the passage to support your ideas.**

Checklist: ✓

- ☐ Write about the topic.
- ☐ Include an introduction, body and conclusion.
- ☐ Include details, examples, or reasons.
- ☐ Use complete sentences.
- ☐ Use correct grammar, punctuation and spelling.

## Level 2

**Read the passage again. Then you will be asked to write about the passage.**

**Now read the directions below:**

Think about what you read about Abraham Lincoln in, “Lincoln and the 13<sup>th</sup> Amendment to end Slavery.” Explain the role that the Civil war played in the passage of the 13<sup>th</sup> Amendment. Support your answer using information from the passage.

**Plan your writing. Use the space below to organize your ideas about what to write.**

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Planning Page

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### Level 3