

**3**

# **NYSESLAT Practice**



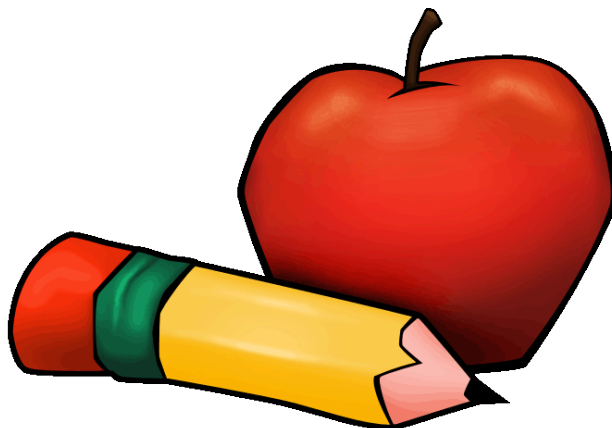
## **Student Workbook**

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

Brentwood 2019 - 2020

# NYSESLAT Practice

2019 – 2020



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# 2019 NYSESLAT Speaking Rubric

Grades Kindergarten through 12

**\*Note: Students who simply repeat or read the text will receive a score of 0.**

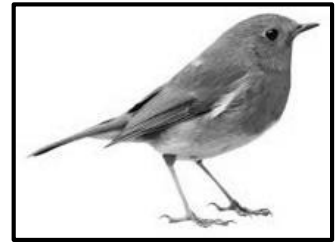
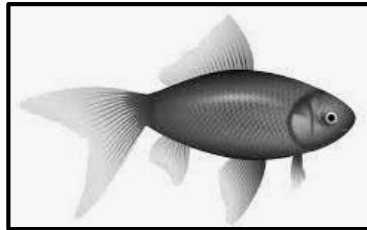
Item Level	Score 0 Does Not Meet Expectations	Score 1 Meet Expectations	
Emerging	<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</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
Item Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meet Expectations
Transitioning	<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</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

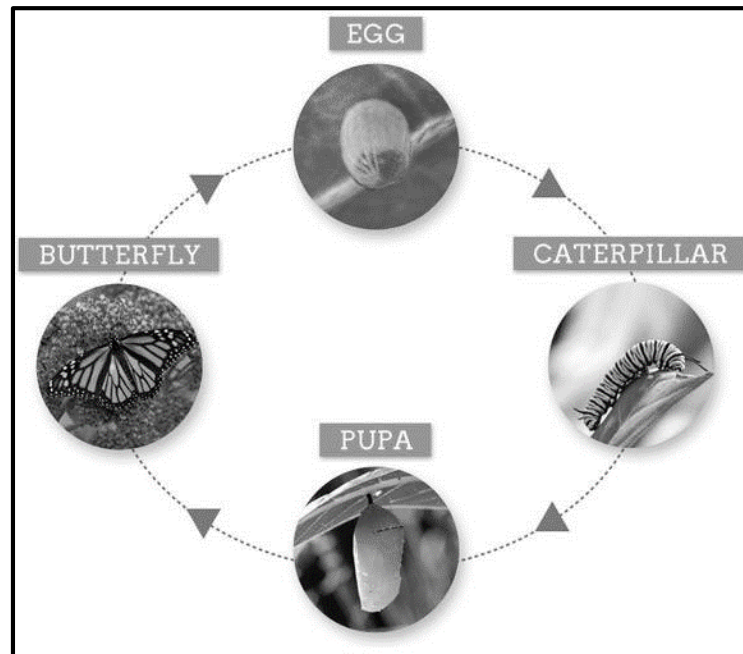


### Introduction

Grace likes her dog. It is her favorite pet. She likes playing with it.

What pet do you like?

## Speaking: Emerging



### Introduction

In this diagram, you see the four stages of the life cycle of a butterfly.

Now tell me about some of the differences between a caterpillar and the butterfly.

## Speaking: Transitioning



### Introduction

This is a grizzly bear. Grizzly bears are found in different habitats such as dense forests and open plains. These huge bears can weigh 300 to 800 pounds. They hunt for salmon in rivers and could eat as many as 25 fish in one day. Grizzlies also eat berries, leaves and nuts.

Now tell me what you learned about grizzly bears.

## Speaking: Expanding



summer

winter

### Introduction

Some animals adapt to their environment in order to survive by growing more fur during the winter months. Other animals, like the Arctic fox, change the color of their coat to blend into the environment. During summer months, the fox can have a brown or black coat. In the winter, the fox's coat turns white.

Now tell me why the Arctic fox's coat changes.



## Speaking: Commanding



Newsela.com

### Introduction

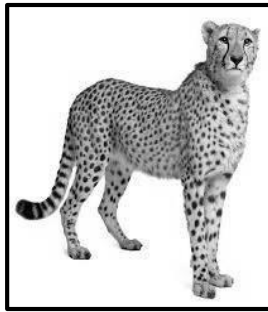
The most popular breed or kind of dog in the world is the Labrador. With their gentle nature, obedience, intelligence, and near limitless energy, Labradors make excellent family pets. They often help police and are a common choice as guide dogs.

Now tell me why Labradors are a popular breed?

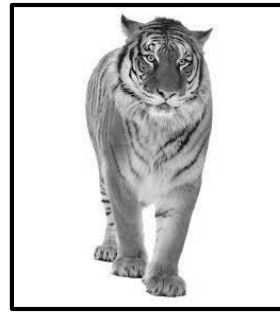
## Speaking: Entering



lion



cheetah



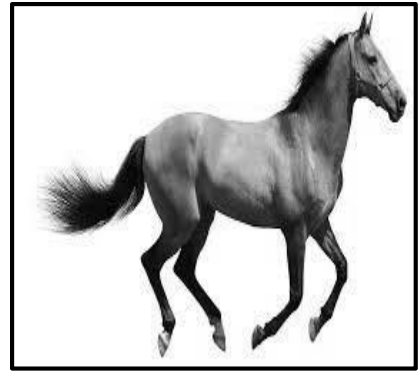
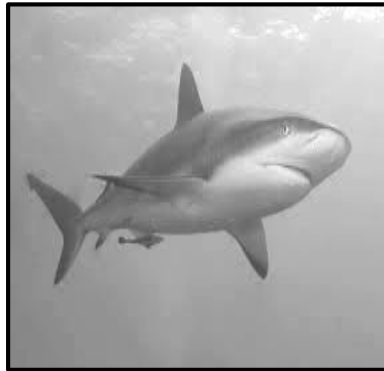
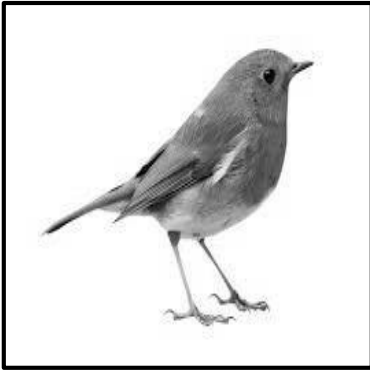
tiger

### Introduction

Jose likes elephants. It is his favorite wild animal. He loves looking at them.

Now tell me what wild animal you like?

## Speaking: Emerging



### Introduction

Animals move in different ways. Birds use their wings to fly. Sharks swim in the ocean and rivers. Horses run on land.

Now tell me what is different about the way a shark and a horse move?

## Speaking: Transitioning



### Introduction

There are lots of things that are good for your brain. Reading for example, helps your brain to grow and work better. Solving puzzles can help too. Scientists now know of another way of keeping your brain healthy: exercising. Scientist have shown that exercising helps the brain to grow. It also helps the brain stay healthy as people get older.

Now tell me what are some things you can do to keep yourself healthy?

Adapted from Newsela.com

## Speaking: Expanding



### Introduction

Pythons first appeared in the Everglades in the 1980s. They do not belong there. They are a kind of invasive species. An invasive species is an animal that ends up in a new place. It adjusts too well. It gobbles up many other animals and plants. It can harm the whole area.

Scientists have studied pythons in the Everglades for many years. Scott Boback led a study. He is a scientist. He studies snakes and other reptiles. "The pythons are eating everything they see," Boback said. Pythons of all sizes live in the Everglades now. The smaller ones eat lizards and birds. The bigger ones sometimes eat alligators. Almost every animal in the park is at risk.

Now tell me how the pythons are effecting the Everglades.

Adapted from Newsela.com

## Speaking: Commanding



### Introduction

In this picture you see a group of students. One of the students is the leader of a Muslim school. Islam is a religion, like Christianity or Judaism. Its followers are called Muslims. It is one of the world's three main religions. Quadri said, "One of the best ways to get to know about other faiths is by talking." "Students are talking about their faith," he said. They talk about what matters to them.

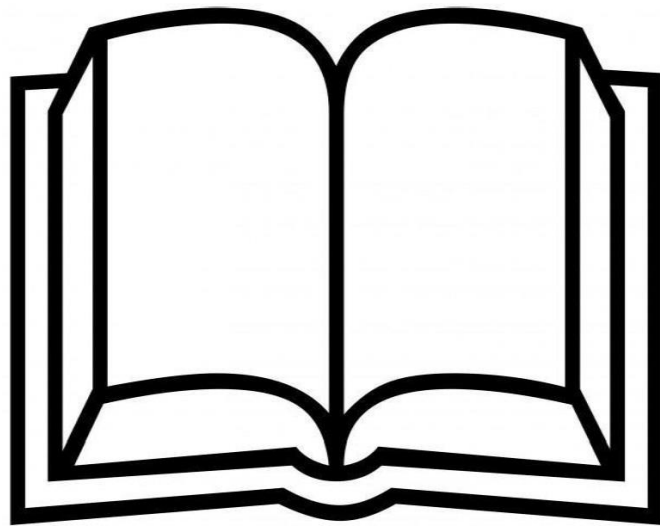
Sometimes what matters is being a good person, he said. Sometimes it matters to take care of your family.

Now tell me how students can learn about other faiths.

Adapted from Newsela.com



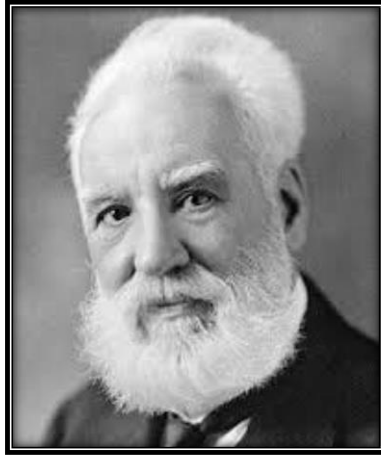
# Reading



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

## **Famous Inventors**

### **Alexander Graham Bell: You Rang?**



Have you heard of Alexander Graham Bell? He invented something that you probably use every day. He invented the telephone.

Bell became interested in communication because his mother was deaf. His parents communicated with each other through sign language. He wanted to help everyone communicate better. Bell studied speech patterns and discovered that they could be sent in electric waves. In 1876, he and his partner Thomas Watson invented the telephone. The first words ever spoken over a telephone were "Mr. Watson, come here. I want to see you." Watson heard Bell clearly. Their invention worked.

It took many years before the telephone was commonly used. By the 1930s many homes had telephones.

If it were not for the invention of the telephone, we might be writing letters instead of making phone calls.



**Directions:** Answer the questions using evidence from the text. Circle the letter that matches your response.

1. Read this quote from the passage again.

**"Have you heard of Alexander Graham Bell? He invented something that you probably use every day."**

What word explains the meaning of "He"?

- a. Alexander Graham Bell
- b. Something
- c. Probably
- d. Day

2. Read this quote from the passage again.

**"The first words ever spoken over a telephone were 'Mr. Watson, come here. I want to see you.' Watson heard Bell clearly. Their invention worked."**

What group of words state the first words spoken over the telephone?

- a. the first words
- b. over a telephone
- c. Mr. Watson, come here.
- d. Watson heard Bell clearly.

3. Read this quote from the passage again.

**"It took many years before the telephone was commonly used. By the 1930s many homes had telephones."**

What group of words help define the meaning of commonly?

- a. in a polite manner
- b. no longer, not anymore
- c. for business purposes
- d. often, by many people

4. Read this quote from the passage again.

**"Bell became interested in communication \_\_\_\_\_ his mother was deaf."**

Which word best completes the sentence above?

- a. before
- b. so
- c. even though
- d. because

5. What words or phrase describes the main idea of this passage?

- a. telephones were unpopular, years after invention
- b. invention of telephone, man who invented it
- c. childhood, Alexander Graham Bell
- d. show important inventions, invented by accident



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

## Who Loves the Sun? Iguanas!



When it is sunny out, the temperature is usually warmer. This is because sunlight is warm. When there is a lot of sunlight, we feel warmer. But we are not the only ones that notice when it is sunny out.

There is an island in the ocean where a special animal lives. This animal is called an iguana. Iguanas are a kind of lizard. Like a lot of animals, iguanas need sunlight to live. If they don't get enough sunlight, they get too cold. When they get too cold, they can become unhealthy, just like a person can develop health problems from being too cold. So, an iguana has to always watch for when the sun comes out.

Iguanas usually live in caves. These are good places to hide from bigger animals. But because caves do not get a lot of sunlight, they are not very warm. So, if an iguana starts to feel cold, it crawls out of its cave and tries to find a place with a lot of sunlight. It will sit in the sunlight for a long time. This makes the iguana's body warmer and helps it stay healthy.





Where is an iguana's favorite place to sit? Iguanas like to sit on rocks. This is because the rocks are often warm. The rocks are warm because they have been sitting in the sunlight. Just like the iguana, if a rock sits out in the sunlight, then the rock will get warmer too.

Sunlight can make many things warm. All over the world, wherever the sun is shining, places are being warmed by sunlight. Any surface that gets sunlight is made warmer. During the summer, when it gets hot, people go inside their houses because they want to get less sunlight. The iguana does that too, and it will go back into a cave when it gets too hot.

You can test this with an experiment. If you go outside, try standing in a place where you are in the sunlight. Stay for a couple minutes. After that, walk into a place where there is less sunlight, like in the shade under a tree. Then, ask yourself: "In which place did I feel hotter?" You will probably feel hotter in the sunlight. This is because sunlight is warm. When people or things are in the sunlight, they become warmer too.

**Directions:** Answer the questions using evidence from the text. Circle the letter that matches your response.

1. Which word names an animal?

- a. sun 
- b. person 
- c. rock 
- d. iguana 

2. Read this quote from the passage again.

**"Iguanas like to sit on rocks. This is because the rocks are often warm. The rocks are warm because they have been sitting in the sunlight. Just like the iguana, if a rock sits out in the sunlight, then the rock will get warmer too."**

Which group of words best explains why the iguana sits on a rock?

- a. like to sit on rocks
- b. rocks are often warm
- c. sitting in the sunlight
- d. rock sits out

3. Iguanas need sunlight to survive. What evidence from the passage supports this statement?

- a. If a rock is sitting out in the sunlight, the temperature of the rock will rise.
- b. When it gets hot during the summer, people go inside their houses to escape the sunlight.
- c. Iguanas live in caves because caves are good places to hide from bigger animals.
- d. Sitting in sunlight makes the body of an iguana warmer and helps it stay healthy.

4. Read the sentence below.

"Iguanas usually live in caves, \_\_\_\_\_they sometimes go outside to sit in the sun.

Which word best completes the sentence below?

- a. for example
- b. but
- c. first
- d. especially



5. Why is sunlight important to the iguana's survival?

- a. It protects iguanas from other predators.
- b. Iguanas usually live in caves.
- c. It keeps iguanas healthy.
- d. They live on island in the ocean.



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

## A School Trip to the Aquarium

By Gabrielle Sierra



Erica was very excited. Today her teacher, Ms. Lane, was taking the entire class on a field trip to the aquarium. Erica had been to the zoo with her family, but she had never been to the aquarium.

On the bus ride to the aquarium Erica and her best friend Samantha talked about what they wanted to see the most.

"I want to see the penguins," said Samantha. "I want to see the fish," said Erica.

When they got to the aquarium Ms. Lane lined the class up. "We have to stay together," Ms. Lane said. "This way no one will get lost."

Erica listened to Ms. Lane and grabbed Samantha's hand, and the class moved forward in one big group.

Their first stop in the aquarium was to see the penguins. Samantha was so excited that she ran right up to the glass.



Erica thought the penguins were cute, even though they smelled pretty bad. They walked funny outside of the water, but were graceful when they were swimming. As the class watched the penguins move around the rocks, Erica noticed that some of them walked together. Others had little baby penguins by their side.

"How come some of those penguins stay together?" Erica asked Ms. Lane.

"Well, some kinds of penguins stay together for a long time," said Ms. Lane. "They keep each other warm, and they protect their babies. King penguins live in colonies with hundreds of other penguins."

"Do they talk to each other?" asked Samantha.

"They do," Ms. Lane said. "They use vocal signals, like we do when we talk. Or they use visual signals."

"Like you do when you hold up your hand for us to be quiet," Erica said. "Yes, just like that," said Ms. Lane. "You see my signal and you know to be quiet because I have something important to tell you. Penguins use signals to let other penguins know if there is danger." Ms. Lane pointed at a little baby penguin. "By staying in a group the older penguins are also able to keep their baby penguins fed," she said. "Without the group the babies would get lost or go hungry."

"I am glad they help each other," said Samantha. Erica agreed. Ms. Lane asked the class to line back up and to find their partners. "Look, we are just like the penguins," said Samantha as she waddled next to Erica. That made Erica laugh.

The class moved as a group to the next room where there was a big tank full of fish. There were fish of all different shapes and sizes. Some were bright colors and some were darker colors. Most of the fish swam around on their own but there was also a group of little fish all swimming together.

"Why are all those little fish swimming together?" asked a boy in Erica's class.

"Sometimes fish swim in a group for protection," said Ms. Lane.

"What kind of protection?" asked Erica.

"Well, since they are small, if they were on their own other bigger fish could eat them," said Ms. Lane. "But when they all swim together, they look like a bigger fish."

The class looked into the tank at the group of little fish. Ms. Lane was right; when they all swam together they looked a lot like a big fish.

"This way when a bigger fish sees them, it doesn't realize that they are a whole bunch of small fish," said Ms. Lane. "A group of fish that swim together is called a school."

"Just like us," said Samantha. "We are a school because we all stay together and no one gets lost."

"Some schools of fish stick together in order to survive in their environment," said Ms. Lane. "For instance, if it is cold, some fish will move together to warmer water."

Erica watched the fish swim together. She liked that the fish and the penguins helped each other by staying in a group. Animals were smarter than she thought.

**Directions:** Answer the questions using evidence from the text. Circle the letter that matches your response.

1. Which word names a person?

- a. fish 🐟
- b. Erica 👤
- c. Penguin 🐧
- d. school 🏫

2. Read this quote from the passage again.

**"On the bus ride to the aquarium Erica and her best friend Samantha talked about what they wanted to see the most. 'I want to see the penguins,' said Samantha. 'I want to see the fish,' said Erica."**

Which group of words best explains what the girls wanted to see?

- a. Erica, Samantha
- b. ride, talked
- c. penguins, fish
- d. aquarium, school

3. Read this quote from the passage again.

**...“A group of fish that swim together is called a school.”**

**“Just like us,” said Samantha. “We are a school because we all stay together and no one gets lost.”**

**“Some schools of fish stick together in order to survive in their environment,” said Ms. Lane.**

Which group of words or phrase helps explain the meaning of **school**?

- a. gets lost
- b. group of fish
- c. their environment
- d. a building

4. Penguins and humans are similar in some ways. What evidence from the story supports this statement?

- a. Penguins and humans both use visual signals.
- b. Samantha is excited about seeing the penguins at the aquarium.
- c. Sometimes small fish swim in a group for protection.
- d. Ms. Lane’s class watches the penguins move around the rocks.

5. Which phrase best describes the theme of this story?

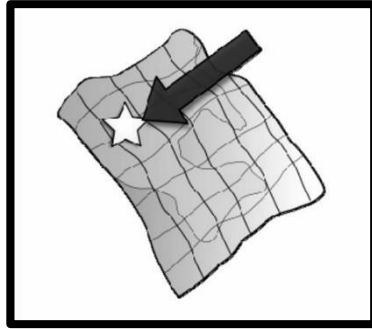
- a. the fun that people can have as a family
- b. the dangers of getting lost on a class field trip
- c. the fear that people have of things they do not understand
- d. the importance of staying together in a group



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

## The Treasure Hunt

By ReadWorks



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom. "How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround their backyard. "See? There are plenty of places to hide a treasure," she tells him.

The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says. "And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

**Directions:** Answer the questions using evidence from the text. Circle the letter that matches your response.

1. Read this quote from the passage again.

**"Jordan loves to use clues to solve riddles. That's why she loves treasure hunts."**

What word explains the meaning of "she"?

- a. loves
- b. riddle
- c. treasure
- d. Jordan

2. Read this quote from the passage again.

**"Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.**

**'Well, first, you would need to make a map!' says Cameron's mom."**

Which phrase describes the first step Annie and Cameron take to plan Jordan's treasure hunt?

- a. draw a map
- b. birthday soon
- c. ask their parents
- d. create a treasure



3. How does Jordan feel about the treasure hunt her friends prepared?

- a. bored and uninterested
- b. cheerful and excited
- c. gloomy and disappointed
- d. nervous and doubtful

4. Read this quote from the passage again.

**"After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue. "This is so exciting! Thank you so much, guys!" Jordan exclaims."**

What word helps define the meaning of exclaims?

- a. breath
- b. mumble
- c. shout
- d. whisper

5. Which phrase best describes the main idea of this story?

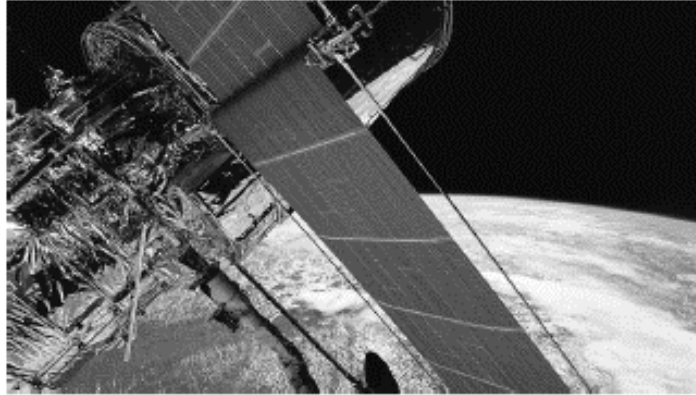
- a. parents help their children
- b. pirates hide treasures
- c. celebrating a birthday
- d. friends make life exciting



**Directions:** Read the following excerpt from "How do Telescopes 'See' on Earth and in Space?" Then, answer the questions using evidence from the text.

## How do Telescopes "See" on Earth and in Space?

Adapted from Newsela



### The History of Telescopes

In 1609, an Italian astronomer named *Galileo* became the first person to point a telescope into space. The telescope was small and the pictures were fuzzy. Still, they showed a lot. *Galileo* could even see mountains on the moon.

Astronomy is the study of space. As telescopes improved, astronomy improved, too. With better technology, astronomers discovered many new stars.

### A Telescope in the Sky? Why?

Have you ever seen a twinkling star in the night sky? It's not really twinkling. The air around the Earth is actually bending the light from the star. It's kind of like looking at something through a glass of water. The air has the same effect on telescopes on Earth that look into space.

A telescope in space, however, would be able to catch light from objects in space before that light is bent. The view would be a lot sharper than any telescope on Earth could give.

## **What is a Space Telescope?**

The Hubble Space Telescope was launched into space in 1990. The telescope is the length of a large school bus. It weighs as much as two elephants. Powered by the sun, it zooms through space at a high speed.





Hubble takes sharp pictures of objects in space. It has taken detailed pictures of faraway stars and planets.

## **What are Hubble's Most Important Discoveries?**

Pictures taken by Hubble have helped scientists learn a lot about the universe. Hubble has helped them figure out the universe's age, which is almost 14 billion years old. It led to the discovery of dark energy. This mysterious force causes the universe to expand faster and faster. Hubble also revealed what happens in space when the universe's biggest stars die. These huge stars end in a massive explosion.

**Directions:** Answer the questions using evidence from the text. Circle the letter that matches your response.

1. Which word names a thing?

- a. telescope 
- b. Galileo 
- c. space 
- d. Earth 

2. Read this quote from the passage again.

**“Hubble has helped them figure out the universe's age, which is almost 14 billion years old.”**

Which group of words state the age of the universe?

- a. Hubble has helped
- b. 14 billion years
- c. figure out
- d. universe's age

3. Read this quote from the passage again.

**"Galileo became the first person to point a telescope into space. The telescope was small and the pictures were fuzzy. Still, they showed a lot. Galileo could even see mountains on the moon. Astronomy is the study of space. As telescopes improved, astronomy improved, too."**

What group of words can help explain the meaning of astronomy?

- a. over time
- b. telescopes improve
- c. study of space
- d. first person

4. What is the main idea of the section "What is a Space Telescope?"

- a. How space telescopes are powered
- b. An explanation of how telescopes work
- c. The launching of the Hubble Space Telescope
- d. A description of the Hubble Space Telescope

5. What was one of the Hubble's most important discoveries?

- a. bending light
- b. A telescope in space
- c. discovering dark energy
- d. powered by the sun



# Writing



# Writing

Teachers: Please review the three different sentence types before practicing the writing section:

A **simple sentence** is a sentence with one independent clause.

Example: My school is a great school.

A **compound sentence** contains two or more independent clauses.

Conjunctions (*for, and, nor, but, or, and yet, so*) join these independent clauses. (Hint: The conjunctions spell FANBOYS.)

Example: My school is a great school and I love learning there.

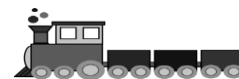
A **complex sentence** is a sentence that contains one independent clause and one or more dependent clauses.

After	How	Until	Although	If	Unless
As	In as much	As if	In order that	When	Soon
At least	Whenever	As much as	Now that	Where as	So that
Wherever	As though	Since	As long as	Because	While
Before	Even if	That	Even though	though	

Example: Since my school is a great school, I love learning there.



## Organize Your Evidence with the Right Transition



<b><u>Stating An Opinion</u></b> <ul style="list-style-type: none"><li>• In my opinion...</li><li>• I think...</li><li>• I believe...</li><li>• I prefer...</li><li>• My favorite...</li></ul>	<b><u>Providing Textual Evidence</u></b> <ul style="list-style-type: none"><li>• According to the text...</li><li>• The author wrote...</li><li>• The picture/ illustration showed...</li><li>• On page ____, the author stated(said)...</li><li>• Paragraph number__ showed...</li><li>• I can infer from....</li><li>• The text said....</li><li>• I know because...</li></ul>
<b><u>Providing Reasons</u></b> <ul style="list-style-type: none"><li>• First,</li><li>• To start,</li><li>• To begin with,</li><li>• Second,</li><li>• Next,</li><li>• Another reason is...</li><li>• Finally,</li><li>• Lastly,</li><li>• Most importantly,</li><li>• One last reason is...</li></ul>	<b><u>Providing Examples/Details</u></b> <ul style="list-style-type: none"><li>• For example,</li><li>• For instance,</li><li>• In particular,</li><li>• Specifically,</li><li>• Additionally,</li><li>• In other words,</li><li>• In fact,</li><li>• An example is...</li></ul>
<b><u>Coming to a conclusion</u></b> <ul style="list-style-type: none"><li>• In conclusion,</li><li>• All in all,</li><li>• As you can see,</li><li>• To sum it up,</li><li>• To summarize,</li><li>• Finally,</li><li>• To end,</li><li>• Lastly,</li><li>• As a result,</li><li>• Therefore,</li></ul>	<b><u>Comparing Two Things</u></b> <ul style="list-style-type: none"><li>• In the same way...</li><li>• Similarly,</li><li>• Likewise,</li><li>• Like...</li><li>• As...</li><li>• Also,</li></ul>
<b><u>Adding Information</u></b> <ul style="list-style-type: none"><li>• Again...</li><li>• Also,</li><li>• Another...</li><li>• Besides...</li><li>• For example,</li><li>• For instance,</li><li>• Next,</li><li>• Finally,</li><li>• As well...</li><li>• Along with...</li></ul>	<b><u>Contrasting Two Things</u></b> <ul style="list-style-type: none"><li>• But...</li><li>• Yet,</li><li>• Otherwise,</li><li>• However,</li><li>• On one hand,</li><li>• On the other hand,</li><li>• Still...</li><li>• Although...</li><li>• Even though...</li></ul>



# Tier II Words

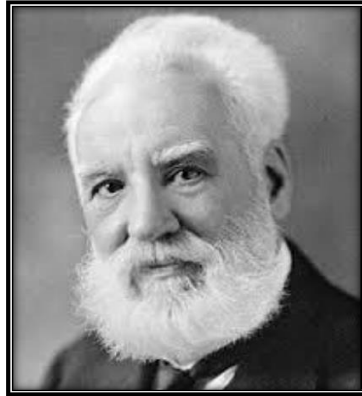
## Grades 1-5

<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
attention	amaze	additional	adaptation	accomplish
consequence	amusing	argue	avoid	accurate
curve	classify	cause	border	approximate
decide	community	compare	confirm	briskly
explore	connection	contrast	critical	claim
exhausted	cooperation	defend	decrease	conclude
fascinated	curious	details	effective	context
gigantic	describe	describe	decrease	dominate
important	different	examine	exclaim	equivalent
frustrated	energy	gist	frequent	establish
miserable	enormous	infer	increasing	evaluate
mumble	estimate	persuade	maximum	frequent
notice	famous	predict	minimum	glare
nibbled	gasp	purpose	obvious	harsh
ordinary	include	recognize	previous	hesitate
precious	observed	similar	recognize	horizontal
prefer	predict	solution	represent	primary
rhyme	process	typical	simplify	recently
wonder	supposed	valuable	typically	superior

**Directions:** Read this passage again. Then you will be asked to write a paragraph. You may now read this passage to yourself as I read it out loud.

## Famous Inventors

### Alexander Graham Bell: You Rang?



Have you heard of Alexander Graham Bell? He invented something that you probably use every day. He invented the telephone.

Bell became interested in communication because his mother was deaf. His parents communicated with each other through sign language. He wanted to help everyone communicate better. Bell studied speech patterns and discovered that they could be sent in electric waves. In 1876, he and his partner Thomas Watson invented the telephone. The first words ever spoken over a telephone were "Mr. Watson, come here. I want to see you." Watson heard Bell clearly. Their invention worked.

It took many years before the telephone was commonly used. By the 1930s many homes had telephones.

If it were not for the invention of the telephone, we might be writing letters instead of making phone calls.

Now read the directions below.

The passage "Famous Inventors: Alexander Graham Bell: You Rang?" explains how Alexander Graham Bell invented the telephone. Write 2 to 3 sentences on how you use the telephone. Remember to use information from the passage and your own ideas to support your answer.

You can complete the sentences below to give you ideas.

1. I use the \_\_\_\_\_ to call my \_\_\_\_\_.
2. I like to \_\_\_\_\_ my friends on the \_\_\_\_\_.

In the space below, draw a picture and add labels.

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

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

On the lines below, tell how you use the telephone. Remember to use information from the passage and your own ideas to support your answer.

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.

Now read the directions below.

The passage "Famous Inventors: Alexander Graham Bell: You Rang?" explains how Alexander Graham Bell invented the telephone. Write one paragraph to tell about other ways the telephone has improved the way we communicate with each other. Use information from the passage and your own ideas to support your response.

You can use the questions below to help you write your paragraph.

Topic sentence

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How do you use the telephone to converse?

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---

Why is talking on the phone easier than writing a letter?

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---

Closing sentence

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Checklist:  $\checkmark$

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

On the lines below, write about other ways the telephone has improved the way we communicate with each other. Remember to use information from the passage and your own ideas to support your answer.

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.

Now read the directions below.

The passage "Famous Inventors: Alexander Graham Bell: You Rang?" explains how Alexander Graham Bell invented the telephone. Write one paragraph to tell about other ways the telephone has improved the way we communicate with each other. Use information from the passage and your own ideas to support your response.

Checklist:  $\checkmark$

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

On the lines below, write one paragraph about other ways the telephone has improved the way we communicate with each other. Remember to use information from the passage and your own ideas to support your answer.

[illegible]



**Directions:** Read this passage again. Then you will be asked to write a paragraph. You may now read this passage to yourself as I read it out loud.

## **Who Loves the Sun? Iguanas!**



When it is sunny out, the temperature is usually warmer. This is because sunlight is warm. When there is a lot of sunlight, we feel warmer. But we are not the only ones that notice when it is sunny out.

There is an island in the ocean where a special animal lives. This animal is called an iguana. Iguanas are a kind of lizard. Like a lot of animals, iguanas need sunlight to live. If they don't get enough sunlight, they get too cold. When they get too cold, they can become unhealthy, just like a person can develop health problems from being too cold. So, an iguana has to always watch for when the sun comes out.

Iguanas usually live in caves. These are good places to hide from bigger animals. But because caves do not get a lot of sunlight, they are not very warm. So, if an iguana starts to feel cold, it crawls out of its cave and tries to find a place with a lot of sunlight. It will sit in the sunlight for a long time. This makes the iguana's body warmer and helps it stay healthy.

Where is an iguana's favorite place to sit? Iguanas like to sit on rocks. This is because the rocks are often warm. The rocks are warm because they have been sitting in the sunlight. Just like the iguana, if a rock sits out in the sunlight, then the rock will get warmer too.

Sunlight can make many things warm. All over the world, wherever the sun is shining, places are being warmed by sunlight. Any surface that gets sunlight is made warmer. During the summer, when it gets hot, people go inside their houses because they want to get less sunlight. The iguana does that too, and it will go back into a cave when it gets too hot.

You can test this with an experiment. If you go outside, try standing in a place where you are in the sunlight. Stay for a couple minutes. After that, walk into a place where there is less sunlight, like in the shade under a tree. Then, ask yourself: "In which place did I feel hotter?" You will probably feel hotter in the sunlight. This is because sunlight is warm. When people or things are in the sunlight, they become warmer too.

Now read the directions below.

In the passage, you learned about iguanas. Write 2 to 3 sentences explaining why iguanas need the sun. Remember to use information from the passage and your own ideas to support your answer.

You can complete the sentences below to give you ideas.

1. Iguanas need the \_\_\_\_\_ to stay \_\_\_\_\_.
2. Iguanas like to sit on \_\_\_\_\_ to warm their \_\_\_\_\_.

In the space below, draw a picture and add labels.

Checklist:  $\checkmark$

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

On the lines below, explain why iguanas need the sun. Remember to use information from the passage and your own ideas to support your answer.

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.

1. Now read the directions below.

In the passage "Who Loves the Sun? Iguanas!" you learned about iguanas. Write one paragraph explaining why iguanas need the sun to stay healthy. Remember to use information from the passage and your own ideas to support your answer.

You can use the questions below to help you write your paragraph.

Topic sentence

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Why do iguanas need sunlight?

---

---

What can happen to cold iguanas?

---

---

Closing sentence

---

---

Checklist:  $\checkmark$

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

On the lines below, explain why iguanas need the sun to stay healthy. Remember to use information from the passage and your own ideas to support your answer.

[illegible]

Now read the directions below.

In the passage "Who Loves the Sun? Iguanas!" you learned about iguanas. Write one paragraph explaining why iguanas need the sun to stay healthy. Remember to use information from the passage and your own ideas to support your answer.

Checklist:  $\checkmark$

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

On the lines below, explain why iguanas need the sun to stay healthy. Remember to use information from the passage and your own ideas to support your answer.

[illegible]



**Directions:** Read this passage again. Then you will be asked to write a paragraph. You may now read this passage to yourself as I read it out loud.

## **A School Trip to the Aquarium**

**By Gabrielle Sierra**



Erica was very excited. Today her teacher, Ms. Lane, was taking the entire class on a field trip to the aquarium. Erica had been to the zoo with her family, but she had never been to the aquarium.

On the bus ride to the aquarium Erica and her best friend Samantha talked about what they wanted to see the most.

"I want to see the penguins," said Samantha. "I want to see the fish," said Erica.

When they got to the aquarium Ms. Lane lined the class up.

"We have to stay together," Ms. Lane said. "This way no one will get lost."

Erica listened to Ms. Lane and grabbed Samantha's hand, and the class moved forward in one big group.

Their first stop in the aquarium was to see the penguins. Samantha was so

excited that she ran right up to the glass.

Erica thought the penguins were cute, even though they smelled pretty bad. They walked funny outside of the water, but were graceful when they were swimming. As the class watched the penguins move around the rocks, Erica noticed that some of them walked together. Others had little baby penguins by their side.

"How come some of those penguins stay together?" Erica asked Ms. Lane.

"Well, some kinds of penguins stay together for a long time," said Ms. Lane. "They keep each other warm, and they protect their babies. King penguins live in colonies with hundreds of other penguins."

"Do they talk to each other?" asked Samantha.

"They do," Ms. Lane said. "They use vocal signals, like we do when we talk. Or they use visual signals."

"Like you do when you hold up your hand for us to be quiet," Erica said. "Yes, just like that," said Ms. Lane. "You see my signal and you know to be quiet because I have something important to tell you. Penguins use signals to let other penguins know if there is danger." Ms. Lane pointed at a little baby penguin. "By staying in a group the older penguins are also able to keep their baby penguins fed," she said. "Without the group the babies would get lost or go hungry."

"I am glad they help each other," said Samantha. Erica agreed. Ms. Lane asked the class to line back up and to find their partners. "Look, we are just like the penguins," said Samantha as she waddled next to Erica. That made Erica laugh.

The class moved as a group to the next room where there was a big tank full of fish. There were fish of all different shapes and sizes. Some were bright colors and some were darker colors. Most of the fish swam around on their own but there was also a group of little fish all swimming together.

"Why are all those little fish swimming together?" asked a boy in Erica's class.

"Sometimes fish swim in a group for protection," said Ms. Lane.

"What kind of protection?" asked Erica.

"Well, since they are small, if they were on their own other bigger fish could eat them," said Ms. Lane. "But when they all swim together, they look like a bigger fish."

The class looked into the tank at the group of little fish. Ms. Lane was right; when they all swam together they looked a lot like a big fish.

"This way when a bigger fish sees them, it doesn't realize that they are a whole bunch of small fish," said Ms. Lane. "A group of fish that swim together is called a school."

"Just like us," said Samantha. "We are a school because we all stay together and no one gets lost."

"Some schools of fish stick together in order to survive in their environment," said Ms. Lane. "For instance, if it is cold, some fish will move together to warmer water."

Erica watched the fish swim together. She liked that the fish and the penguins helped each other by staying in a group. Animals were smarter than she thought.

1. Now read the direction below.

In the passage "A School Trip to the Aquarium," Erica goes on a trip. Write 2 to 3 sentences to tell about one of your school trips. Use the information from the passage and your own ideas to support your response.

You can complete the sentences below to give you ideas.

1. I went to \_\_\_\_\_ on a school \_\_\_\_\_.
2. I like going to \_\_\_\_\_ because it was \_\_\_\_\_.

In the space below, draw a picture and add labels.

Checklist:  $\checkmark$

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

On the lines below, tell about one of your school trips. Remember to use information from the passage and your own ideas to support your answer.

[illegible]

Now read the directions below.

In the passage "A School Trip to the Aquarium," Erica goes on a field trip. Write one paragraph to tell about one of your school trips. Use the information from the passage and your own ideas to support your response.

Where did you go on a trip?

\_\_\_\_\_  
\_\_\_\_\_

What happened  
first? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What happened  
next? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What happened  
last? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Closing  
sentence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

[illegible]

Now read the directions below.

In the passage "A School Trip to the Aquarium," Erica goes on a field trip. Write one paragraph to tell about one of your school trips. Use the information from the passage and your own ideas to support your response.



Checklist:  $\checkmark$

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

On the lines below, tell about one of your school trips. Remember to use information from the passage and your own ideas to support your answer.

[illegible]

The passage "A School Trip to the Aquarium" compares penguins and humans. Write at least two paragraphs comparing and contrasting penguins and humans. Use the information from the passage and your own ideas to support your response.

Now read the directions below:

You may plan your writing for this question here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will not count toward your final score.

Compare	Contrast
<p>Penguins are similar to humans because _____</p> <p>_____</p>	<p>Humans are mammals. However, penguins are</p> <p>_____</p> <p>_____</p>
<p>Like penguins, humans also</p> <p>_____</p> <p>_____</p>	<p>Another example is that penguins waddle on land, but people</p> <p>_____</p> <p>_____</p>

Checklist:  $\checkmark$

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

On the lines below, compare and contrast penguins and humans. Remember to use information from the passage and your own ideas to support your answer.

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

[illegible]

The passage "A School Trip to the Aquarium" compares penguins and humans. Write at least two paragraphs comparing and contrasting penguins and humans. Use the information from the passage and your own ideas to support your response.

Now read the directions below:

You may plan your writing for this question here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will not count toward your final score.

## Planning Page

Checklist:  $\checkmark$

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

On the lines below, compare and contrast penguins and humans. Remember to use information from the passage and your own ideas to support your answer.

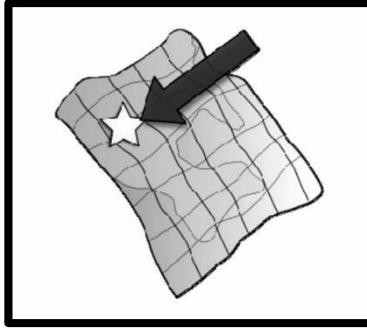
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



[illegible]

**Directions:** Read this passage again. Then you will be asked to write a paragraph. You may now read this passage to yourself as I read it out loud.

## The Treasure Hunt



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom. "How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround

their backyard. "See? There are plenty of places to hide a treasure," she tells him. The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says. "And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

Now read the direction below.

In the passage "The Treasure Hunt," Annie and Cameron created a treasure hunt for Jordan. Write 2 to 3 sentences to tell about a time you created a game with your friends. Use the information from the passage and your own ideas to support your response.

You can complete the sentences below to give you ideas.

1. I like to play \_\_\_\_\_ with my \_\_\_\_\_.
2. I have fun playing in the \_\_\_\_\_ with \_\_\_\_\_.

In the space below, draw a picture and add labels.

Checklist:  $\checkmark$

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

On the lines below, tell about a time you created a game with your friends. Remember to use information from the passage and your own ideas to support your answer.

[illegible]

Now read the directions below.

In the passage "The Treasure Hunt," Annie and Cameron created a treasure hunt for Jordan. Write one paragraph to tell about a time you created a game with your friends. Use the information from the passage and your own ideas to support your response.

What game did you create?

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closing  
sentence \_\_\_\_\_

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Checklist:  $\checkmark$

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

On the lines below, tell about a time you created a game with your friends. Remember to use information from the passage and your own ideas to support your answer.

[illegible]



Now read the directions below.

In the passage "The Treasure Hunt," Annie and Cameron created a treasure hunt for Jordan. Write one paragraph to tell about a time you created a game with your friends. Use the information from the passage and your own ideas to support your response.

Checklist:  $\checkmark$

- Write about the topic.
- Include an introduction, body and conclusion.
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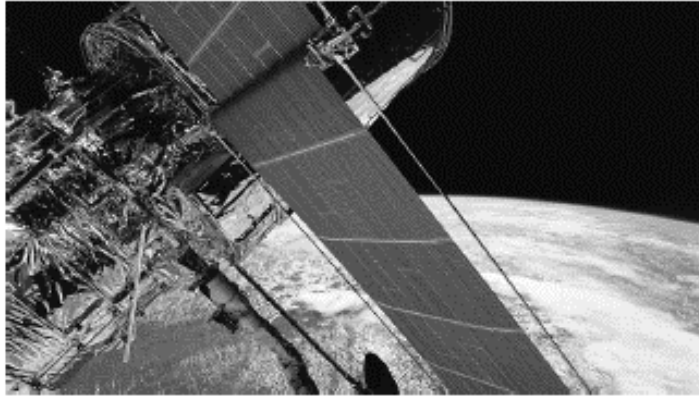
On the lines below, tell about a time you created a game with your friends. Remember to use information from the passage and your own ideas to support your answer.

[illegible]

**Directions:** Read this passage again. Then you will be asked to write at least two paragraphs. You may now read this passage to yourself as I read it out loud.

## How do Telescopes "See" on Earth and in Space?

Adapted from Newsela



### The History of Telescopes

In 1609, an Italian astronomer named *Galileo* became the first person to point a telescope into space. The telescope was small and the pictures were fuzzy. Still, they showed a lot. *Galileo* could even see mountains on the moon.

Astronomy is the study of space. As telescopes improved, astronomy improved, too. With better technology, astronomers discovered many new stars.

### A Telescope in the Sky? Why?

Have you ever seen a twinkling star in the night sky? It's not really twinkling. The air around the Earth is actually bending the light from the star. It's kind of like looking at something through a glass of water. The air has the same effect on telescopes on Earth that look into space.

A telescope in space, however, would be able to catch light from objects in space before that light is bent. The view would be a lot sharper than any telescope on Earth could give.

## **What is a Space Telescope?**

The Hubble Space Telescope was launched into space in 1990. The telescope is the length of a large school bus. It weighs as much as two elephants. Powered by the sun, it zooms through space at a high speed.

Hubble takes sharp pictures of objects in space. It has taken detailed pictures of faraway stars and planets.

## **What are Hubble's Most Important Discoveries?**

Pictures taken by Hubble have helped scientists learn a lot about the universe. Hubble has helped them figure out the universe's age, which is almost 14 billion years old. It led to the discovery of dark energy. This mysterious force causes the universe to expand faster and faster. Hubble also revealed what happens in space when the universe's biggest stars die. These huge stars end in a massive explosion.

Now read the directions below.

The passage "How do Telescopes 'See' on Earth and in Space?" explains how scientists have used the Hubble Telescope to explore the universe. Write at least two paragraphs explaining how the Hubble Telescope has helped scientists explore the universe and how you would use a telescope to learn about space. Use the information from the passage and your own ideas to support your response.

You can complete the sentences below to give you ideas.

1. Scientists use the Hubble Telescope to see the \_\_\_\_\_ and learn about \_\_\_\_\_.
2. Scientists use a \_\_\_\_\_ to see \_\_\_\_\_.
3. I can use a telescope to see \_\_\_\_\_.
4. I like to learn about \_\_\_\_\_ using a \_\_\_\_\_.

Checklist:  $\checkmark$

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

On the lines below, explain how the Hubble Telescope has helped scientists explore the universe and how you would use a telescope to learn about space. Remember to use information from the passage and your own ideas to support your answer.

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

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. In the bottom right corner, there is a small, faint logo that appears to be a stylized house or building shape. The rest of the page is completely empty.

Now read the directions below:

The passage "How do Telescopes 'See' on Earth and in Space?" explains how scientists have used the Hubble Telescope to explore the universe. Write at least two paragraphs explaining how the Hubble Telescope has helped scientists explore the universe and how you would use a telescope to learn about space. Use the information from the passage and your own ideas to support your response.

You may plan your writing for this question here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will not count toward your final score.

Planning Page



Checklist:  $\checkmark$

- Write about the topic.
- Include an introduction, body and conclusion.
- Include details, examples, or reasons.
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[illegible]

# Listening



**Directions:**

Listen to the passage. The passage and questions will be read only once. Then answer questions based on the passage. Circle the letter that matches your response.

Now listen carefully.

The title of the passage is "Finding Places with a Map."

1. Listen to these sentences from the passage again. Then answer question one.

Which sentence explains a legend on a map?

- a. The legend tells what each symbol means.
- b. Dots and swings are examples of symbols on a map.
- c. Dots and swings help people understand the world.
- d. Maps use a grid, which is like a checkerboard.

2. Listen to these sentences from the passage again. Then answer question two.

What do maps help people do?

- a. Maps help people print numbers on a grid.
- b. Maps help people understand the world.
- c. Maps help people make checkerboards.
- d. Maps do not help travel around the world.

3. Listen to these sentences from the passage again. Then answer question three.

What does the author compare a grid on a map to?

- a. a highway
- b. a legend
- c. a key
- d. a checkerboard



**Directions:**

Listen to the passage. The passage and questions will be read only once. Then answer questions based on the passage. Circle the letter that matches your response.

Now listen carefully.

The title of the passage is "Bullet Trains."

1. Listen to these sentences from the passage again. Then answer question one.

Which word or phrase can help explain how the train is moving?

- a. slow
- b. very, very fast
- c. sluggish
- d. world

2. Listen to these sentences from the passage again. Then answer question two.

Which phrase shows where bullet trains were first introduced?

- a. in the 1960's
- b. Europe began using high-speed trains
- c. rode the first bullet trains in Japan
- d. travel easily from city to city

3. Listen to these sentences from the passage again. Then answer question three.

Which word does the author use to describe the ride on the train?

- a. hour
- b. speeding
- c. miles
- d. smooth



**Directions:**

Listen to the passage. The passage and questions will be read only once. Then answer questions based on the passage. Circle the letter that matches your response.

Now listen carefully.

The title of the passage is "Lost at the Beach"

1. Listen to these sentences from the passage again. Then answer question one.

Which word or phrase can help explain why the bracelet was special?

- a. grandmother gave it to her
- b. admire her bracelet
- c. slipped off her shoe
- d. enjoy a barefoot

2. Listen to these sentences from the passage again. Then answer question two.

Which word or phrase can help explain what mom did to look for the bracelet?

- a. used the metal detector
- b. followed the footprints
- c. sifted the sand
- d. picked up the shoes

3. In the story, Angela loses her bracelet. Where does Angela find her bracelet?

- a. in the sand
- b. in the ocean
- c. in the boat
- d. in her shoe





**Directions:**

Listen to the passage. The passage and questions will be read only once. Then answer questions based on the passage. Circle the letter that matches your response.

Now listen carefully.

The title of the passage is "A Perfectly Sticky Idea."

1. Which word or phrase can help explain how Post-it Notes were invented?
  - a. Spencer Silver and Arthur Fry
  - b. sticky Papers
  - c. accidents turn into inventions
  - d. use a special glue
2. Listen to these sentences from the passage again. Then answer question two.

Which word or phrase can help explain the meaning of "they"?

- a. the piece of paper
  - b. the researchers
  - c. the glue
  - d. the invention
3. Listen to these sentences from the passage again. Then answer question three.

Which word or phrase can help explain what the researches were trying to develop?

- a. company called 3M
  - b. glue was weak
  - c. did not seem useful
  - d. extra-strong glue



