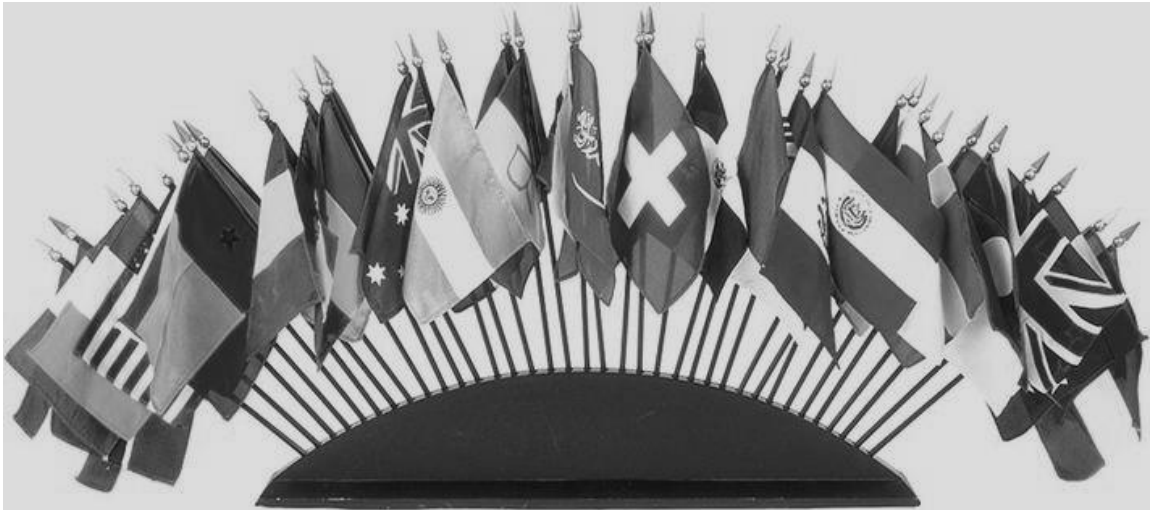


# 9-12

# NYSESLAT

# Practice



## Student Workbook

Student's Name: \_\_\_\_\_

BRENTWOOD UNION FREE SCHOOL DISTRICT BRENTWOOD, NEW YORK

# NYSESLAT Practice

2019-2020



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## Appendix E

### Grades K–12 Speaking Rubric



### 2019 NYSESLAT Speaking Rubric Grades Kindergarten through 12

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets 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 Meets 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>

## 2019 NYSESLAT Writing Rubric—Grades 9–12

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 commonly used Tier 1 words or short 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 and/or Tier 3 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>
Coherence of Response		<ul style="list-style-type: none"> <li>Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logically organized and connected 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 claims and evidence or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one claim with evidence, support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some cohesive claims and evidence, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many well-chosen cohesive claims and evidence, a variety of support, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied precise, well-chosen, cohesive claims and evidence, 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>

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Tier II Words 9<sup>th</sup> Grade

alleviate

alternate

analyze

approximate

beneficial

comprehensive

contrast

deficient

demonstrate

depict

devastate

dilemma

diligent

distort

diversion

escalate

evaluate

excerpt

explicit

fluctuate

hypothetical

implication

imply

incentive

infuriate

interpret

intimidate

isolate

jeopardize

mandatory

obsolete

prevalent

rationale

reconcile

sabotage

similar

simulate

technique

traumatic

valid

verify

vulnerable

## Tier II Words 10<sup>th</sup> Grade

advocate  
alternative  
assimilate  
authentic  
belligerent  
cohesive  
collaborate  
comply  
criteria  
demeanor  
distraught  
divert  
expedite

fabricate  
facilitate  
fraudulent  
hypothetical  
meticulous  
negligent  
nonchalant  
oblivious  
oppose  
preposterous  
precipitate  
proficient

quantitative  
redeem  
rejuvenate  
relinquish  
retrospect  
sanction  
spontaneous  
static  
subordinate  
travesty  
validate  
vindicate

## Tier II Words 11<sup>th</sup> Grade

abstract  
accommodate  
aesthetic  
altercation  
amicable  
anarchy  
articulate  
authoritarian  
aversion  
biased  
callous  
catalyst  
commiserate  
composure  
contract  
cordial  
devious

expedient  
extraneous  
elusive  
exemplary  
expedient  
extraneous  
frivolous  
grueling  
hypocrisy  
incorrigible  
intangible  
judicious  
lavish  
listless  
meager  
meander

negligent  
obliterate  
ponderous  
preclude  
prerequisite  
proximity  
rectify  
rescind  
resolution  
rigorous  
scrutinize  
tirade  
turbulence  
unimpeachable  
unobtrusive  
whimsical

## Tier II Words 12<sup>th</sup> Grade

Abbreviate

abstinence

adversity

aesthetic

amicable

anonymous

antagonist

asylum

benevolent

clairvoyant

collaborate

compassion

compromise

condescending

conditional

conformist

congregation

convergence

discredit

disdain

divergent

empathy

exemplary

fortuitous

frugal

haughty

hypothesis

inconsequential

inevitable

integrity

intuitive

longevity

mundane

ostentatious

pretentious

prosperity

provocative

reconciliation

renovation

resilient

scrutinize

spontaneity

submissive

substantiate

subtle

superficial

superfluous

suppress

tactful

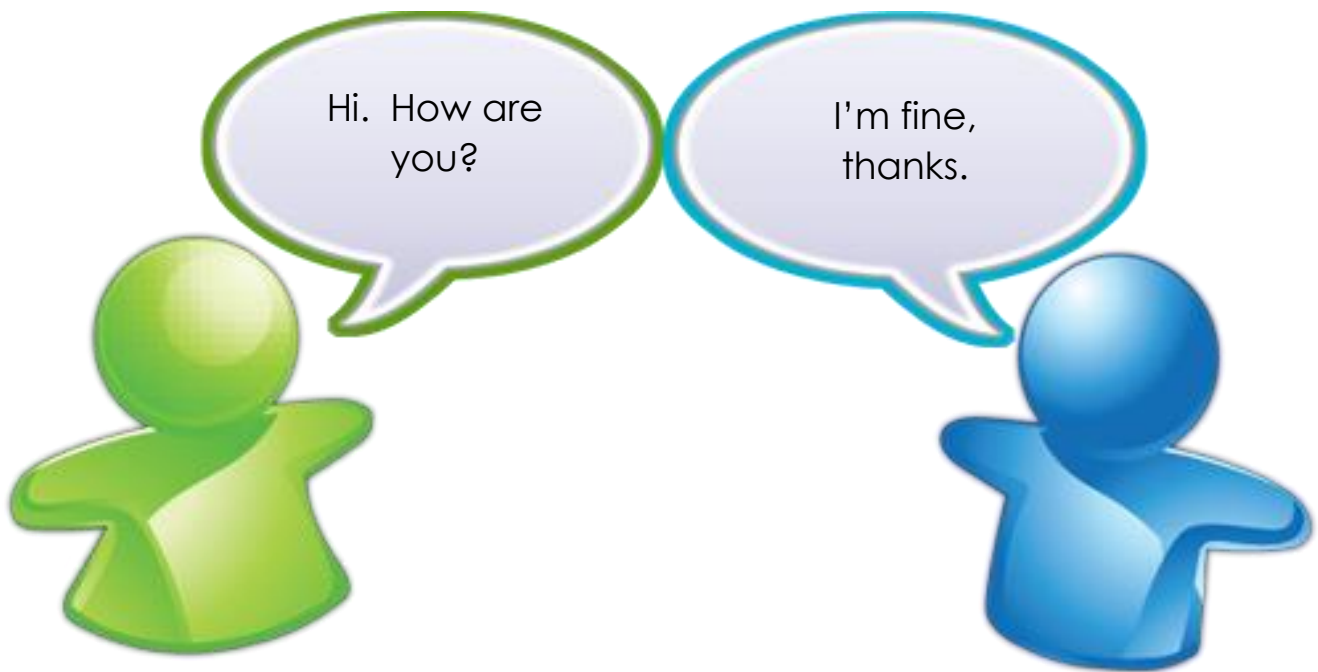
tenacious

vindicate



# Speaking

033/034



## Speaking: Entering



### Introduction

This is Julia. Julia worked hard and studied.

### Question

What do you see in the picture?

## Speaking: Entering



### Introduction

This is John. He wants to ride his bicycle. He has a problem.

### Question

What do you see in the picture?

# Listening

## 033/034



**Listening Passage: Put down that slice! Experts say too much pizza is making kids obese**

1. What problem affects children when they eat pizza?
  - a. being tired
  - b. laziness
  - c. getting too fat
  - d. losing weight
  
2. Based on the information in this article, why do professors think pizza is bad for children?
  - a. It has too many calories.
  - b. It is too hot.
  - c. It tastes bad.
  - d. It has a lot of salt and fat.
  
3. Which word helps explain the meaning of physical activity?
  - a. exercise
  - b. rest
  - c. English
  - d. playing video games
  
4. Which sentence identifies the problem highlighted by the article?
  - a. They also take in more salt and more fat.
  - b. On days when children eat pizza, they take in a lot more calories than when they eat their regular diet, a new study found.
  - c. If a person eats more calories than they use up through physical activity, they become fatter.
  - d. Calories are the amount of food or drink people take in.

### Listening Passage: The Rise of the Fidget Spinner

1. Why was the fidget spinner made?
  - a. as a toy
  - b. to help people with attention difficulties
  - c. to replace clicking pens
  - d. to distract from listening
  
2. According to the article, having a fidget spinner can...
  - a. help you focus better.
  - b. relieve built up stress.
  - c. relieve nervous energy.
  - d. All of the above.
  
3. What statement can best summarize this passage?
  - a. Fidget spinner toys are a great form of exercise for children.
  - b. When students are nervous or stressed it means they need a fidget spinner.
  - c. The fidget spinner was intended to help students who struggle with attention.
  - d. A fidget spinner is not a toy but a form of health treatment to be prescribed by a doctor.

4. Listen to the following sentence. Then answer the question.

What is the meaning of the word **interconnected** as it is used in the sentence?

- a. to share mutual experiences between two people.
- b. parts linked together by one or more connectors.
- c. to adjoin together in mutual benefit.
- d. to piece together to form a whole unit.

5. What was the intended purpose of this article about Fidget Spinners?

- a. To persuade people to go out and buy a fidget spinner of their own.
- b. The article's purpose was to inform readers about how fidget spinners became popular.
- c. This writing piece is a biography of Scott McCoskery's life work as a toy maker.
- d. The intended purpose was to educate readers about how a fidget spinner is made.

### Listening Passage: Cindy Goes to Salvador

1. Where is Cindy moving?
  - a. North America
  - b. Salvador, Brazil
  - d. El Salvador
  - c. São Paulo, Brazil
  
2. What does Cindy learn about from her friend Beth?
  - a. the geography of Brazil and how airplanes work
  - b. the weather in Brazil
  - c. how to make pancakes
  - d. how to build a new house
  
3. At the beginning of the story, how does Cindy feel about her move to Brazil?
  - a. sad
  - b. excited
  - c. afraid
  - d. nervous
  
4. According to the story, what does the word **imagine** mean as used in the sentence: "Now **imagine**, 'she said to her. 'You will be living in a new house. Isn't that wonderful?"
  - a. pretend
  - b. take a picture of
  - c. listen carefully
  - d. ignore

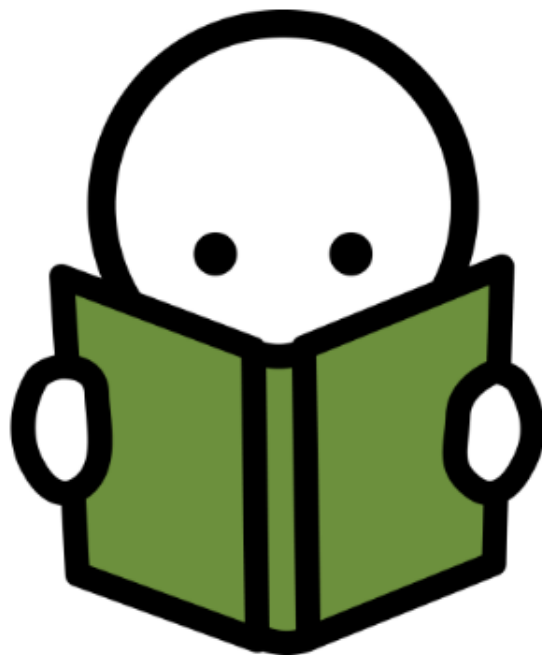


### **Listening Passage: Our Solar System**

1. What is a planet?
  - a. a large ball made of only rock
  - b. a large ball made of rock or gas
  - c. a ball of hot gas that gives off light
  - d. a large ball filled with water
  
2. The author gives a list of what in the passage?
  - a. planets in our solar system
  - b. stars in our solar system
  - c. oceans on Earth
  - d. moons in our solar system
  
3. What is the passage mostly about?
  - a. why the Earth is called the Blue Planet
  - b. what the rings around Saturn are made of
  - c. why Neptune is the coldest planet
  - d. the sun and the planets in our solar system
  
4. What is our solar system made up of?
  - a. a sun and eight planets
  - b. balls of hot gases
  - c. stars and clouds
  - d. mountains and craters

# Reading

033/034



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

LOS ANGELES — Kids love pizza, but pizza doesn't love them back. Instead, a new study shows, it's making them fat.

On days when children eat pizza, they take in an average of 408 calories more than when they eat their regular diet, the new study found. Calories measure how much energy a food or drink provides. If a person eats more calories than they use up, the extra energy is stored as fat.

Pizza-eating children also take in an extra 3 grams of fat and 134 additional milligrams of salt.

## **Pizza Is Popular**

For teens, putting pizza on the day's menu adds 624 calories, 5 grams of fat and 484 milligrams of salt.

The study looked at the role pizza plays in the childhood obesity **crisis**. Obesity is being overweight to the point that it can lead to health problems, like heart disease and diabetes. The study looked at pizza because so many kids eat it. On any day, 1 in 5 kids between the ages of 6 and 19 eat pizza. That compares to about 1 in 10 Americans overall.

The only foods more popular with kids are desserts such as cakes, cookies and doughnuts.

Health researcher Lisa Powell and her co-workers used a national survey to figure out how pizza affects children's diets. Participants in the survey listed all the foods and drinks they consumed in the previous 24 hours.

**\*crisis: a situation that becomes dangerous**

## **Things Used To Be Worse**

Overall, pizza makes up about 5 percent of children's daily calories and 7 percent of teens' daily calories.

But on days when young children eat pizza, it makes up a fifth of their calories that day, researchers found. It makes up a quarter of teens' calories on pizza days.

The survey was conducted in 2009-2010. Though the numbers are high, they were even worse in 2003 and 2004. Both younger children and teens ate more pizza in 2003 and 2004 than they do now.

## **Snack on Something Else!**

The biggest drop since 2003 and 2004 was in younger children who are white or African-American. That decline brings them closer to the amount of pizza Latino children eat.

Kids also ate a small amount of pizza for breakfast or as snacks. The snack pizza was particularly troubling to the researchers. On days when children snacked on pizza, they ate 202 more calories over the course of the day compared with days when they didn't. For teens, pizza snacks added 365 calories to the daily total.

Powell and her co-workers stopped short of declaring a war on pizza. They did say, though, that its effect on kids' diet was similar to that of sugary drinks.

Doctors should talk to overweight children about pizza, they wrote.

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

1. Which sentence from the article suggests that the pizza problem is **NOT** getting worse?
  - a. It makes up a quarter of teens' calories on pizza days.
  - b. Overall, pizza makes up about 5 percent of children's daily calories and 7 percent of teens' daily calories.
  - c. The only foods more popular with kids are desserts such as cakes, cookies and doughnuts.
  - d. Both younger children and teens ate more pizza in 2003 and 2004 than they do now.
2. On an average day, when children eat pizza, how many more calories do they eat?
  - a. 202 calories
  - b. 725 calories
  - c. 365 calories
  - d. 408 calories
3. What problems does obesity cause?
  - a. high blood pressure
  - b. heart disease and diabetes
  - c. baldness
  - d. all of the above
4. On an average day, how many kids eat pizza?
  - a. 1 in 10
  - b. 1 in 8
  - c. 1 in 5
  - d. every child

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



**Fidget toys are all the rage among kids, even those without ADHD and autism**

By Chicago Tribune, adapted by Newsela, 5/11/17

CHICAGO, Illinois — Fidgets are the must-have toy for students. These handheld toys spin and move with the push of a button. Students will not stop playing with them at school and even during class.

Experts say that the spinning toy is more than just a toy. It can also be used as a therapy tool. Supporters of its use call it fidget therapy. It works by keeping a student's hands busy and helps them concentrate better and for longer. There are some teachers who do not find the toys useful in classrooms. They see them as distracting toys instead of useful tools. As a result, many schools are banning fidgets from classrooms.

Coming in many bright colors and types, fidgets can be bought almost anywhere. The most popular type is a three-pronged plastic and metal device with a ball in the center. Pushing the ball at the center spins the fidget. Buying one will cost anywhere between \$20 to just a few dollars at a local convenience store.

### **Helping Students Concentrate Better**

Supporters of fidget therapy say it helps students with ADHD and autism. Students with ADHD find it difficult to sit or concentrate. Students with autism also sometimes have trouble focusing in class. Using a fidget helps these students concentrate and focus better.

Kate Ellison is a principal at Washington Elementary in Evanston, Illinois, who does not like fidgets. Instead of helping students concentrate they are distracting them, she says.

"Kids are trading them or spinning them instead of writing," Ellison said.

## An Overnight Sensation

The sudden popularity of fidgets took Ellison and other teachers by surprise. She said that it almost "happened overnight" and before they knew it, students had multiple fidgets.

Teachers at the elementary school recently **banned** the toys. Ellison wrote a letter to parents. The letter explained how the toys are a distraction and in some cases, they even can cause problems among students.

"They're treating them like they would treat a toy," she said. "So we can't have them in class or at recess."

Ellison says she understands the therapy benefits of fidgets, and her school offers similar therapy tools. Instead of using a fidget, students can squeeze a ball, pull a rubber band or stick and unstick a piece of **velcro**.

## Some Schools Are Banning Fidgets

Other schools are banning fidgets, too. News reports of other schools banning fidgets are going around on social media, such as Facebook and Twitter. Not all schools are banning fidgets from all students, though. Some special-needs students are still able to use them as a therapy tool.

Some parents approve of the ban, like Janelle Feylo. She lives in Downers Grove, Illinois, with her son. His school, Prairieview, recently banned fidgets. Still, the ban did not stop the fourth-grader from using one. He brought home a homemade fidget that his friend gave him. Eventually, Feylo took it away from him.

"I don't think he needs it," she said. "I don't want him to get in trouble."

Occupational therapists are experts on students with special needs. They think fidgets are a therapy tool that works.

Sandra Schefkind works at the American Occupational Therapy Association. People naturally fidget, she says. Tapping a foot, hair twirling or even getting up to sharpen a pencil are all examples of students fidgeting. Instead of fidgeting, a student can use the fidget tool. This helps them focus on the task at hand.

**\*banned:** not permitted

**\*velcro:** two pieces of fabric that stick together

### Therapists Are In Favor Of Them

Students need to take breaks to help concentrate better. "It's the same reason why recess helps," said Kristie Koenig. She does research about occupational therapy at New York University.

Stretching exercises and water breaks are used in schools, too. All of these practices help students focus and learn.

Fidget therapy has been around for a while. The sudden popularity among students as a toy is new. The reasons it is popular right now may be because of social media. More and more classrooms are also being more inclusive of students with special needs.

Koenig does not think banning fidgets is a good idea. She says all students can benefit from using the tools. She does warn that using the therapy fidgets as a toy will not help students focus in class.

"We don't want kids to use them as toys to distract," she said.

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

1. According to the article, how does the principal feel about students bringing fidget spinners to school?
  - a. She does not think students should bring them to school.
  - b. She lets students use them in lunch.
  - c. She has several of her own and lets students borrow them occasionally.
  - d. She lets students use them at all times.
2. What is the **central idea** of the article?
  - a. School is boring, fidget spinners are essential.
  - b. Teachers love the helpful qualities of fidget spinners.
  - c. Should fidget spinners be allowed to be used in schools?
  - d. Fidget spinners are the most important invention of 2017.



3. How is the point of view of parent Janelle Feylo and the point of view of the teachers at Washington Elementary School **SIMILAR**?
- a. Feylo and the teachers think students need fidgets?
  - b. Feylo and the teachers support a ban on fidgets at school.
  - c. Feylo and the teachers think a ban on fidgets at school will cause problems.
  - d. Feylo and the teachers approve of students trading fidgets at school.

4. **Read the following sentence from the introduction:**

It works by keeping a students' hands busy and helps them **concentrate** better and for longer.

Which answer choice could replace concentrate in this sentence **WITHOUT** changing its meaning?

- a. have fun
  - b. be quiet
  - c. pay attention
  - d. move around
5. Based on what you learned from the article, what do you think is the meaning of the word **fidget**?
- a. eat quickly
  - b. bother everyone in your classroom
  - c. movement to keep busy or from being nervous
  - d. go to the principal's office often

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

### **Cindy Goes to Salvador**

by ReadWorks

Joanna said, "Cindy is going to Brazil next Friday." Mona and Lydia had come to her house for a play date. Her big sister, Beth, was with them too. Cindy hadn't come yet. Her mother wanted her to get started on packing. They were going to Salvador on the northeast coast of Brazil. Cindy's father had been talking about it for six months. But the girls thought it wouldn't happen. And now she was going. They could not stop her. Cindy was very sad when she came.

She said she didn't want to go. She didn't even know where Salvador was. But she knew it was very far and she wouldn't see her friends every day. How would she get there? How would she take all her books and toys, and clothes? And she could not take her house. Or her dog Biscuit. Where would she live? Cindy wanted to hide in Joanna's house, so her parents couldn't take her away. But wouldn't they find her sometime? How would Cindy find out more about what it would be like?

"It's easy. There are a number of ways to solve problems like this. We can use designs, **sketches**, or physical models to figure it out," said Beth. Joanna took the atlas out. It was a book with many maps. Beth helped them find Salvador: "See Cindy! Here we are-in North America. And Salvador is in Brazil; in South America."

"It's not so far," Cindy said, looking at the map.

"No, it isn't," Mona added. "And look here, São Paulo is in Brazil too! They have a pancake festival there every year in the summer."

Cindy was excited now. "I love pancakes!"

**\*sketches:** drawings

## Draw a Sketch

Lydia took out a sketch pad and some pencils, and gave them to Cindy. "Now imagine," she said to her. "You will be living in a new house. Isn't that wonderful?" Joanna said, "Let's see how we want your new home to be." The girls started drawing. "Well, that's what people do before they build a new house!" said Beth.

They drew many rooms: for Cindy's books, her clothes, and her new dog (who would also be called Biscuit). Cindy looked at the drawing. She decided to take it home for her parents. They needn't worry about the new house now. She had a plan!

## Design a Model

"But how will I get there? And will I be able to take all my things?" The girls knew she would be going in an airplane. But none of them had ever traveled in one. Does a plane have wings? How does it fly? Will it carry all of Cindy's things too?

Now Beth gave them each a colored **origami** paper. They made their own airplanes! As they were doing that, Beth explained to them how airplanes worked: where the engine was, where the pilot sat, and where Cindy's books and toys would be kept. They saw the **wings**-just like a bird's! They flew them all around the room. Cindy would be flying too! All the way to Salvador. "Now wouldn't that be fun?" Lydia asked.

Cindy could imagine São Paulo, the pancakes, the plane, and another Biscuit. She was finally excited! Just then, Joanna's mother walked in with the phone. Cindy's father wanted to know when he could pick her up.

"Now!" she said.

**\*origami:** art of folding paper into shapes and figures

**\*wings:** part of an airplane that helps it fly

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

1. Why are drawings, sketches and models useful?

- a. because they can help us imagine and learn new things
- b. because they are mathematical tools
- c. because they are confusing to most people
- d. none of the above

2. What is the story mostly about?

- a. Cindy learning more about her move to Brazil.
- b. Beth teaching the girls about the pancake festival
- c. the girls playing with Cindy's dog Biscuit
- d. none of the above

3. Read the following sentences: "How would Cindy find out more about what [the move] would be like? 'It's easy. There are a number of ways to solve problems like this. We can use designs, sketches, or physical models to figure it out,' said Beth."

What conclusion can be made about Beth?

- a. Beth does not like Cindy
- b. Beth is not very smart.
- c. Beth wants to help Cindy learn about her move.
- d. all of the above

4. Choose the answer that best completes the sentence below.

Cindy wanted to hide in Joanna's house \_\_\_\_\_ she wouldn't have to move to Brazil.

- a. but
- b. because
- c. so
- d. and

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

## Explore Space

### Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system. The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

### Explore Space

**Mercury** is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

**Venus** is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

**Earth** is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

**Mars** is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

**Jupiter** is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

**Saturn** is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

**Uranus** was the first planet to be discovered using a telescope. It is cold and windy there.

**Neptune** is the coldest planet because it is farthest from the sun. The planet is made of gases.

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

1. The sun is at the center of our solar system. What evidence from the passage best supports this statement?
  - a. The planets in our solar system orbit the sun.
  - b. A star is a ball of gas that gives off heat and light.
  - c. The sun is the star that is closest to Earth.
  - d. The sun is farthest from Earth.
  
2. Read the following sentence: "Uranus was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?
  - a. This planet is too far away to see with your eyes.
  - b. This planet is blocked by Saturn so it is hard to see.
  - c. This planet is the planet that is farthest from the sun.
  - d. This planet is closest to the sun.
  
3. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."  
As used in this sentence, what does the word "**reddish**" mean?
  - a. wet and fertile
  - b. mostly brown in color
  - c. mostly black
  - d. a little red in color
  
4. Choose the answer that best completes the sentence below.  
Neptune is the farthest planet from the sun, \_\_\_\_ it is the coldest planet.
  - a. but
  - b. so
  - c. because
  - d. however

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

### **A Puppy's Tail**

1	Without a doubt the puppy's tail
2	Becomes his way of telling
3	If he feels tired, mean, content, or sad-
4	Or if he feels like yelling.
5	The quick flick-flick of a doggy's tail
6	Makes children know his mood
7	Is full of fun and eager play
8	Or that he's ready for some food.
9	The puppy's tail is a news report
10	Letting people know ahead
11	Whether he wants to romp around the block
12	Or he is headed straight to bed.
13	Although people don't have tails to wag
14	To show the way they feel-
15	With smiles, frowns, and hands outstretched
16	Their feelings are revealed.

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

1. Which statement best describes the puppy's mood in the poem?
  - a. The puppy's mood is usually sad.
  - b. The puppy's mood is often changing.
  - c. The puppy is in a happy mood around children.
  - d. The puppy is in an active mood in the morning.
2. According to the poem, what can it mean when a puppy's tail gives a "quick flick-flick"?
  - a. The puppy feels angry.
  - b. The puppy is ready for bed.
  - c. The puppy wants to play.
  - d. The puppy is about to bark.
3. In line 9, what does "news report" mean?
  - a. black and white in color
  - b. event that happens often
  - c. long and round in shape
  - d. way to share information
4. How does the last stanza build on the information in the other stanzas?
  - a. It shows how humans can best train puppies.
  - b. It compares a human's actions to a puppy's action.
  - c. It explains why puppies trust humans.
  - d. It describes how a human's movements look to a puppy.
5. How is the central message of the poem conveyed?
  - a. by comparing a puppy's tail to the rest of his body
  - b. by providing a sequence of events from a puppy's day
  - c. by explaining that a puppy's tail can show how he feels
  - d. by describing how a puppy's legs move when his tail wags



# Writing

## 033/034



<p style="text-align: center;"><b><u>Stating An Opinion</u></b></p> <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>	<p style="text-align: center;"><b><u>Providing Textual Evidence</u></b></p> <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>
<p style="text-align: center;"><b><u>Providing Reasons</u></b></p> <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>	<p style="text-align: center;"><b><u>Providing Examples/Details</u></b></p> <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>
<p style="text-align: center;"><b><u>Coming to a Conclusion</u></b></p> <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>	<p style="text-align: center;"><b><u>Comparing Two Things</u></b></p> <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>
<p style="text-align: center;"><b><u>Adding Information</u></b></p> <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>	<p style="text-align: center;"><b><u>Contrasting Two Things</u></b></p> <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>

### ***Put Down That Slice!***

LOS ANGELES — Kids love pizza, but pizza doesn't love them back. Instead, a new study shows, it's making them fat.

On days when children eat pizza, they take in an average of 408 calories more than when they eat their regular diet, the new study found. Calories measure how much energy a food or drink provides. If a person eats more calories than they use up, the extra energy is stored as fat.

Pizza-eating children also take in an extra 3 grams of fat and 134 additional milligrams of salt.

## **Pizza Is Popular**

For teens, putting pizza on the day's menu adds 624 calories, 5 grams of fat and 484 milligrams of salt.

The study looked at the role pizza plays in the childhood obesity **crisis**. Obesity is being overweight to the point that it can lead to health problems, like heart disease and diabetes. The study looked at pizza because so many kids eat it. On any day, 1 in 5 kids between the ages of 6 and 19 eat pizza. That compares to about 1 in 10 Americans overall.

The only foods more popular with kids are desserts such as cakes, cookies and doughnuts.

Health researcher Lisa Powell and her coworkers used a national survey to figure out how pizza affects children's diets. Participants in the survey listed all the foods and drinks they consumed in the previous 24 hours.

**\*crisis: a situation that becomes dangerous**

## Things Used To Be Worse

Overall, pizza makes up about 5 percent of children's daily calories and 7 percent of teens' daily calories.

But on days when young children eat pizza, it makes up a fifth of their calories that day, researchers found. It makes up a quarter of teens' calories on pizza days.

The survey was conducted in 2009-2010. Though the numbers are high, they were even worse in 2003 and 2004. Both younger children and teens ate more pizza in 2003 and 2004 than they do now.

## Snack on Something Else!

The biggest drop since 2003 and 2004 was in younger children who are white or African-American. That decline brings them closer to the amount of pizza Latino children eat.

Kids also ate a small amount of pizza for breakfast or as snacks. The snack pizza was particularly troubling to the researchers. On days when children snacked on pizza, they ate 202 more calories over the course of the day compared with days when they didn't. For teens, pizza snacks added 365 calories to the daily total.

Powell and her co-workers stopped short of declaring a war on pizza. They did say, though, that its effect on kids' diet was similar to that of sugary drinks.

Doctors should talk to overweight children about pizza, they wrote.

## Level 1 – Extended Constructed Response

**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 article about eating too much pizza. According to the text, pizza has become a big problem with children and their health. Do you think that eating pizza could cause a problem with your health? Write a two paragraph extended response explaining why you feel this way.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

### Planning Page

You should use details from the passage and details about your life in your response to support what you think.

## 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 full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

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



## **Fidget toys are all the rage among kids, even those without ADHD and autism**

By Chicago Tribune, adapted by Newsela, 5/11/17

CHICAGO, Illinois — Fidgets are the must-have toy for students. These handheld toys spin and move with the push of a button. Students will not stop playing with them at school and even during class.

Experts say that the spinning toy is more than just a toy. It can also be used as a therapy tool. Supporters of its use call it fidget therapy. It works by keeping a student's hands busy and helps them concentrate better and for longer. There are some teachers who do not find the toys useful in classrooms. They see them as distracting toys instead of useful tools. As a result, many schools are banning fidgets from classrooms.

Coming in many bright colors and types, fidgets can be bought almost anywhere. The most popular type is a three-pronged plastic and metal device with a ball in the center. Pushing the ball at the center spins the fidget. Buying one will cost anywhere between \$20 to just a few dollars at a local convenience store.

### **Helping Students Concentrate Better**

Supporters of fidget therapy say it helps students with ADHD and autism. Students with ADHD find it difficult to sit or concentrate. Students with autism also sometimes have trouble focusing in class. Using a fidget helps these students concentrate and focus better.

Kate Ellison is a principal at Washington Elementary in Evanston, Illinois, who does not like fidgets. Instead of helping students concentrate they are distracting them, she says.

"Kids are trading them or spinning them instead of writing," Ellison said.



## An Overnight Sensation

The sudden popularity of fidgets took Ellison and other teachers by surprise. She said that it almost "happened overnight" and before they knew it, students had multiple fidgets.

Teachers at the elementary school recently **banned** the toys. Ellison wrote a letter to parents. The letter explained how the toys are a distraction and in some cases, they even can cause problems among students.

"They're treating them like they would treat a toy," she said. "So we can't have them in class or at recess."

Ellison says she understands the therapy benefits of fidgets, and her school offers similar therapy tools. Instead of using a fidget, students can squeeze a ball, pull a rubber band or stick and unstick a piece of **velcro**.

## Some Schools Are Banning Fidgets

Other schools are banning fidgets, too. News reports of other schools banning fidgets are going around on social media, such as Facebook and Twitter. Not all schools are banning fidgets from all students, though. Some special-needs students are still able to use them as a therapy tool.

Some parents approve of the ban, like Janelle Feylo. She lives in Downers Grove, Illinois, with her son. His school, Prairieview, recently banned fidgets. Still, the ban did not stop the fourth-grader from using one. He brought home a homemade fidget that his friend gave him. Eventually, Feylo took it away from him.

"I don't think he needs it," she said. "I don't want him to get in trouble."

Occupational therapists are experts on students with special needs. They think fidgets are a therapy tool that works.

**\*banned:** not permitted

**\*velcro:** two pieces of fabric that stick together

Sandra Schefkind works at the American Occupational Therapy Association. People naturally fidget, she says. Tapping a foot, hair twirling or even getting up to sharpen a pencil are all examples of students fidgeting. Instead of fidgeting, a student can use the fidget tool. This helps them focus on the task at hand.

### **Therapists Are In Favor Of Them**

Students need to take breaks to help concentrate better. "It's the same reason why recess helps," said Kristie Koenig. She does research about occupational therapy at New York University.

Stretching exercises and water breaks are used in schools, too. All of these practices help students focus and learn.

Fidget therapy has been around for a while. The sudden popularity among students as a toy is new. The reasons it is popular right now may be because of social media. More and more classrooms are also being more inclusive of students with special needs.

Koenig does not think banning fidgets is a good idea. She says all students can benefit from using the tools. She does warn that using the therapy fidgets as a toy will not help students focus in class.

"We don't want kids to use them as toys to distract," she said.

## Level 1 – Extended Constructed Response

**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 article about fidget spinners. According to the text, fidget spinners have become very popular in schools. Some people even believe that they are helpful in learning. What do you think? Write a two paragraph extended response explaining why you feel this way.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph**

**Planning Page**

On the lines below, write a two paragraph response to the article. Explain why or why not fidget spinners should be allowed in your school. You should use details from the passage and details about your school in your response to support what you think.

## 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.

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## ISSUE OVERVIEW: IMMIGRATION REFORM

Bloomberg, Adapted by Newsela

About 11 million undocumented immigrants live in the United States. They came into the country without permission or stayed longer than they were supposed to. What should be done about them? Democrats and Republicans, the main political groups in America, do not agree on an answer. Most Americans think that immigrants should be able to stay in the country. But there are disagreements about what they should have to do to become citizens.

### The Situation

In November, Republican Donald Trump was elected President. Trump made cracking down on illegal immigration a central part of his campaign. He **pledged** to build a giant wall between the U.S. and Mexico. He promised to round up and deport any immigrants who had broken the law.

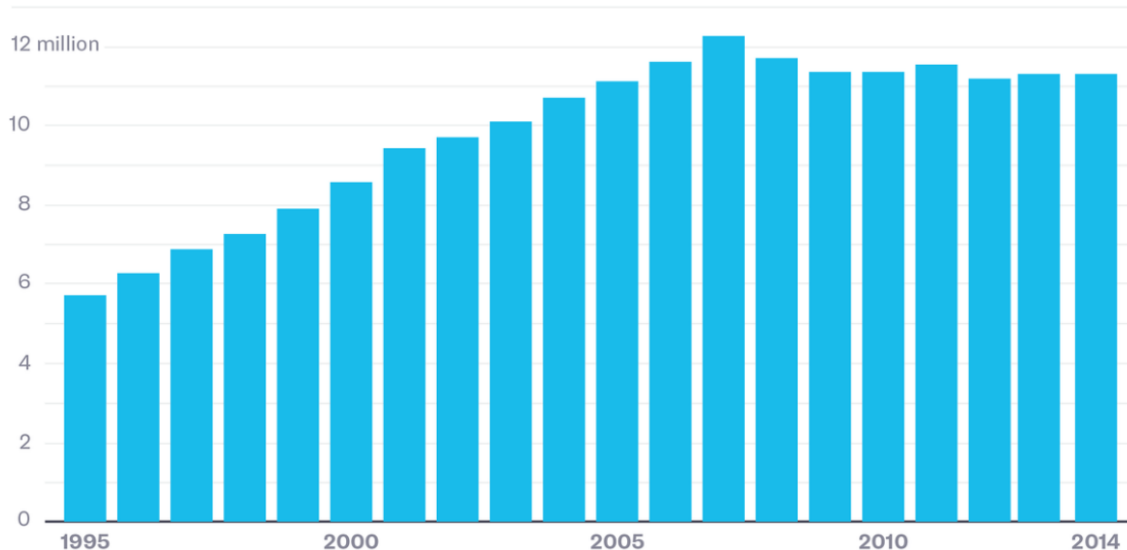
Trump has also said he will put a stop to President Barack Obama's executive orders, which aimed to protect millions of immigrants. President Obama announced his plan in 2014. It would prevent the deportation of about 4 million people, allowing them to stay and work in the United States. Texas and 25 other states challenged the plan and asked a judge to put a stop to it. Two different courts sided with the states. They ruled that President Obama did not have the power to make his plan a law. Only Congress could do that.

In June, the case was brought to the U.S. Supreme Court, the highest court in the country. There are supposed to be nine justices on this court, but at the time there were only eight because Justice Antonin Scalia died earlier in the year. The result was a 4-4 tie. The tie meant that the two earlier rulings would be enforced, and President Obama's plan could not take effect.

**\*pledge: to make a promise**

## Population Levels Off

Estimated unauthorized immigrant population in the U.S.



## The Background

Ronald Reagan was the last president to get Congress to pass immigration **reform**. That was in 1986. President George W. Bush also pushed for a law, but it failed to pass Congress in 2007. In the 2012 presidential election, Republicans said they wanted to send undocumented immigrants out of the United States. The party's candidate for president, Mitt Romney, said they should not be allowed to become citizens. That November, about 7 out of 10 Hispanics voted for Obama.

After the election, Republican leaders said the party had to change its thinking on immigration. If it did not, it would lose even more supporters.

In 2013, an immigration **reform** bill was passed by the Senate, one part of Congress. It was similar to Bush's bill from 2007. Both Democrats and Republicans supported it. However, surveys showed that many Republican voters did not want the bill to pass. Specifically, they did not want to give undocumented immigrants a way to become citizens. So the House of Representatives, which was controlled by the Republicans, refused to vote on the bill. The House is the other part of Congress.

**\*reform: to make a change to improve a social or political situation**

## **The Argument**

Most Democrats agree on immigration. But Republicans are split. Some Republicans think it is most important to make it harder for people to cross into the United States without permission.

Other Republicans do not want undocumented immigrants to become citizens. They think that if these people are given the right to vote in elections, they will vote for Democrats.

Some Republicans liked the Senate bill from 2013. Parts of this bill were supported by business owners. There are also Republicans who want to give undocumented immigrants a chance to live in the country legally, but without becoming citizens. Paul Ryan, the House speaker, agrees with this idea.

Some Republicans are still worried. They think that continuing to fight immigration will cause them to lose more Hispanic voters.



## Level 1- Extended Constructed Response

**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 article about immigration reform. According to the text, immigration is an important topic in America today. Why do you think immigration is an important topic? Write a two paragraph extended response explaining why immigration is an important topic in the United States today. Use details from the article and details from your own life to support your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or draw a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

### Planning Page

Immigration is an important topic in America today. Write a two paragraph extended response explaining why immigration is an important topic in the United States today. Use details from the article and details from your own life to support your response.

## 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.

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## **SCIENTISTS FIND AMERICANS EAT TOO MUCH EXTRA SUGAR IN ULTRA PROCESSED FOOD** Newsela, 2017

Scientists have released a new study of America's eating habits. The study shows that one kind of food is making people unhealthy.

The problem is ultra-processed foods, the scientists say.

### **Added Flavors, Colors, Sweeteners**

Ultra-processed foods contain added flavors, colors and sweeteners to make them look and taste better. The additives give the food a familiar color. They hide unpleasant tastes. They make something tasteless seem tastier.

Many breakfast cereals and sodas are ultra-processed foods. So too are many kinds of bread, cookies, cakes and potato chips.

Ultra-processed foods are a big part of what Americans eat every day, the new study says. They make up almost six-tenths of all the calories Americans take in.

### **Wrong Kind of Calories**

The human body need calories. They give people strength and keep them going. However, getting too many calories or the wrong kind of calories can be a problem. People can become overweight and unhealthy.

Ultra-processed foods are very high in added sugar. Large amounts of sugar are not good for us.

Doctors say no more than one-tenth of the calories people take in should be added sugars. However, most people are not listening. More than seven in 10 Americans take in more added sugar than that.

## **Added Sugar = Added Weight**

All that added sugar makes people more likely to be overweight. In turn, being overweight can lead to serious health problems. Too much sugar can also damage our teeth.

The scientists behind the new study wanted to find out how much ultra-processed food Americans are eating. They looked at information on American eating habits. The information was gathered by the government some years ago.

In 2009 and 2010, more than 9,000 people were questioned about their eating habits. They were asked to list every single thing they had eaten in the past 24 hours. More than 280,000 kinds of food were named.

## **Cakes, Cookies, Chips**

The people questioned took in 2,070 calories a day, on average. Somewhat more than a quarter of those calories came from unprocessed foods. Eggs, vegetables and fish are all examples of unprocessed foods.

Around one-tenth came from processed foods. Processed food have some additives. They do not have as many as ultra-processed foods do, though. Cheese, canned vegetables and bacon are a few examples of processed foods.

However, most of the calories people took in came from ultra-processed foods. Nearly 3 in every 5 calories were from such foods. Breads, cakes, cookies, pies and chips were the most popular ultra-processed foods.

## **Too Much Extra Sugar**

Overall, around one-seventh of all calories came from added sugars. Most of that sugar came from the ultra-processed foods.

Unprocessed foods have no added sugars at all. Processed foods have a small amount.

Ultra-processed foods have a large amount of sugar. On average, more than a fifth of their calories come from added sugars. They have more than 10 times as much added sugar as processed food.

## **Eat Healthier, America!**

Not surprisingly, those who ate more ultra-processed food took in more sugar. Those who ate it the most took in a great deal of sugar. They took in more than two and a half times as much as those who ate it the least.

The message of their study is clear, the scientists said.

If Americans want to cut down on sugar, they will have to change their eating habits. They will have to cut way back on ultra-processed foods.

### **Level 1 - Extended Constructed Response**

According to the text, Americans eat too much processed and ultra-processed foods. Do you eat too much of these types of foods? Write a two paragraph response telling your experience with processed and ultra-processed foods. Use information from the article and information from your own life as evidence to support your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or create a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

#### **Planning Page**

On the lines below, write a two paragraph response to the article explaining why Americans are eating unhealthy foods according to the article. Use examples from the article and examples from your own life as evidence to support your response.

## 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

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**A Bigger Pond**  
**By: Readworks 2014**

When Peter's father told him that they were moving to a new town on the other side of the country, Peter felt a mix of things inside him. He was happy for the new adventure but sad to leave his friends behind. He was excited for the new things he would see and learn but scared about what he might forget, or miss, about home. It was hard to say how he felt about it.

"Why are we moving?" Peter asked his mom at dinner the next day, after he came home from school.

"Ask your father," his mother said, looking down at her plate. Peter was surprised at how slowly his mom was eating her food. She was pushing her vegetables from one side of the plate to the other, behaving the way Peter used to when he was a little boy!

Peter's dad **clattered** his knife and fork onto the plate and wiped his mouth slowly with a napkin. "We're moving, Peter, because I got a better job in the new town. That means a better life for all of us."

Peter thought about this. "Better life how? What's wrong with our life now?"

"There's nothing wrong with it," his father said. "But I will make more money at the new job, and that will allow us to have a bigger house, go on more vacations, and buy a second car for your mother to use."

"Vacations like Disney World?" Peter asked.

"Yes! Like Disney World! We'll be living a lot closer to Disney World. We could go there all the time, Peter!"

**\*clattered:** a loud rattling sound

Peter suddenly had an **urge** to eat all of his vegetables, and his mother's too, since she was taking so long to get to them. Going to Disney World was better than eating dessert every day. What fun they would have!

Two weeks later, Peter and his parents watched the last pieces of furniture get loaded into the enormous truck. Someone was going to drive the truck all the way to their new address, while Peter and his parents would travel in their own car. When the car was finally packed up, Peter waved **farewell** to his friends on their street for the last time. He promised to keep in touch and to send postcards from the new place, and from Disney World. Then Peter and his parents got in the car and stopped one last time at Peter's favorite spot, the pond, to say goodbye. His mom and dad walked around the pond like they always did. While Peter was looking for fish in the water, he looked up to see some tears stream down his mom's face. After a while, they all got back in the car. And then they were off.

The new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet. His dad left for work before Peter woke up and came home after Peter went to bed, so Peter only saw him on the weekends. Peter's mom stayed quiet. And there was no mention of Disney World for a long time. Peter felt sad.

Then, one Saturday morning, Peter woke up and saw a car missing. Where had his father gone so early in the morning? Peter waited in the driveway until the car returned, his dad's face **beaming** from inside. His father jumped out and waved at Peter.

"Where have you been?" Peter asked.

\* **urge**: a desire

\***farewell**: good bye

\***beaming**: smiling brightly

"Getting you a present for having been such a good boy these past few weeks. Do you remember the pond near where we used to live?"

"Yes," Peter said. "It was my favorite spot."

"Well, I discovered one just like it, only bigger and more beautiful, right here. And you know what? It's crawling with all kinds of fish!"

"So?" Peter said, thinking of Disney World.

"So! You're old enough now to take a shot at some fishing, young man!" Peter's dad pulled a shiny new fishing rod out of the backseat.

"Wow! Really, Dad?" Peter shouted.

"Absolutely! Go tell your mother, and let's go on our first fishing trip!"

Peter rushed into the house and gave his mom a big hug. Peter rushed back outside, and his dad took him to the pond to teach him how to fish. It took a few weeks to get the hang of the fishing rod, but soon Peter was fishing at the pond every week. His mom and dad liked to walk around the new pond just as they had walked around the old one. His mom said it was even more beautiful than the old pond. The new pond was Peter's new favorite spot

## Level 1 – Short Constructed Response

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

Think about what you read in the story about Peter. According to the story, Peter had to move to a new town. Some people would be excited and some would feel sad. How would you feel? Write a one paragraph response explaining why you feel this way.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the story, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final one paragraph response on the next page.**

### Planning Page

On the lines below, write a one paragraph response to the story. Explain how you would feel if you had to move. You should use details from the story and details about your experiences in your response to support how you feel.

## 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.

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

**DREAMS** by Langston Hughes

1     Hold fast to dreams  
2     For if dreams die  
3     Life is a broken-winged bird  
4     That cannot fly.

5     Hold fast to dreams  
6     For when dreams go  
7     Life is a **barren** field  
8     Frozen with snow.



## **Level 1 – Extended Constructed Response**

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

Think about what you read in “Dreams” by Langston Hughes. What do you think this poem is about? What does it say to you? Write a two paragraph response to the poem explaining what the poem is about and how you can relate it to your life. Be sure to use ideas from the poem and ideas from your own experiences in your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or make a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

### **Planning Page**

On the lines below, write a two paragraph response to the poem explaining what you think the poem is about and how it relates to your own life. You should use details from the poem and details about your own life in your response to support what you think.

## 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

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# Speaking

050/051



## Speaking: Emerging



### Introduction

These are two types of food groups. These are vegetables. These are fruits.

### Question

Describe the differences between both types of food groups.

## Speaking: Emerging



### Introduction

These are two groups of students. This group is outside. This group is in the classroom.

### Question

Describe the differences between both pictures.

# Listening

050/051



## Listening Passage: Endangered Species: The West Indian Manatee

1. Which phrase tells what a West Indian Manatee is?
  - a. a large sea mammal
  - b. flippers
  - c. Manatees can hug each other.
  - d. Manatees have a round body.
  
2. Which of the following are mammals?
  - a. birds, frogs and insects
  - b. snakes, iguanas and spiders
  - c. dogs, cats and whales
  - d. none of the above
  
3. Which sentences tells where West Indian Manatees live?
  - a. off the coast of Georgia and Florida
  - b. New Zealand
  - c. India
  - d. El Salvador
  
4. Why are manatees in danger?
  - a. They drown in fishing nets.
  - b. They are hurt by fishing hooks.
  - c. They get hit by boat propellers.
  - d. All of the above
  
5. Manatees are the only sea mammal that is an herbivore because they eat only\_\_\_\_\_.
  - a. plants
  - b. meat
  - c. small fish
  - d. crabs



### **Listening Passage: Coming to America-Immigration**

1. Most immigrants came to America ...
  - a. to escape dangers in their home country.
  - b. for freedom of religion.
  - c. for a better education.
  - d. all of the above.
  
2. How many waves of immigration to the United States does the text describe?
  - a. two
  - b. three
  - c. four
  - d. five
  
3. How can the United States' attitude toward immigrants during the late 1800s best be described?
  - a. accepting
  - b. unfriendly
  - c. ambivalent
  - d. tolerant

4. What is the text mainly about?
- a. the waves of immigration to America
  - b. how views on immigration have changed in America
  - c. the impact of immigration on the economy and culture of America
  - d. discrimination against immigrants in America

5. Choose the answer that best completes the sentence.

In the late 1800s, America passed laws intended to keep certain people from coming into the United States. \_\_\_\_\_, Congress passed a law in 1882 preventing Chinese workers from coming to the United States.

- a. However
- b. Although
- c. As a result
- d. For example

## Listening Passage: Hiking the Appalachian Trail

1. What were Maya and her parents doing on their vacation?
  - a. driving
  - b. sleeping
  - c. hiking
  - d. eating
  
2. Where does this story take place?
  - a. in a town in Maryland
  - b. on a highway in West Virginia
  - c. on a trail in the Appalachian Mountains
  - d. in the Atlantic Ocean
  
3. What is the main idea of this story?
  - a. The Appalachian Trail goes from one end of the Appalachian Mountains to the other.
  - b. Maya likes making campfires and drawing flowers and animals.
  - c. Maya has fun while hiking on the Appalachian Trail with her family.
  - d. what kinds of clothes to use while hiking
  
4. How did Maya feel about her vacation on the Appalachian Trail?
  - a. Maya enjoyed her vacation.
  - b. Maya loved making campfires.
  - c. She enjoyed sleeping in a tent every night.
  - d. All of the above

# Reading

050/051



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

### **Endangered Species: The West Indian Manatee**

By: Gale, Cengage Learning, adapted by Newsela staff

The West Indian manatee, also known as the Florida manatee, is a large marine mammal. It has a rounded, heavy gray body and a horizontally flattened tail. An average West Indian manatee has a combined body and tail length of 8 to 13 feet and weighs 800 to 3,500 pounds. It has small eyes and no ear flaps or earlobes. The animal's nostrils are on the upper surface of its snout. These nostrils can be tightly closed by valves when the manatee is underwater.

Manatees often rest just below the water's surface. They come up to breathe every 15 or 20 minutes. They use their flexible flippers almost like hands for eating, moving through sea grass, touching, holding a nursing calf and even hugging other manatees.

Manatees are the only marine mammals that feed solely on vegetation. They eat a variety of aquatic plants, including water hyacinths, hydrillas and sea grasses. Manatees are often called "sea cows" because they graze on marine sea grass meadows. They use their split upper lip to grasp food and pull it into their mouths. Primarily a **nocturnal** feeder, manatees can consume up to 100 pounds of food a day.

Manatees have no particular **breeding** season. However, most births seem to occur in spring and early summer. After a gestation period of 13 months, a female manatee gives birth to one calf. The baby manatee is about 4 feet long and weighs approximately 60 pounds. Even though it begins grazing on vegetation within a few months, the calf continues to nurse from its mother for one to two years. Because mothers only give birth to one calf every two to five years, reproduction rates are low.

**\*nocturnal- active at night**

**\*breeding- reproduction of animals or children**

## Habitat and Population

The West Indian manatee is found in the coastal waters and rivers of Florida and Georgia. It is occasionally spotted in the waters of other states in the southeastern United States. It is also found on the coasts of Central America and the West Indies.

The manatee prefers to inhabit slow-moving rivers, river mouths, bays, lagoons, coves and other shallow coastal areas. It is at home in all types of water environments: fresh, brackish and salt. The manatee requires warm water. It will migrate great distances between winter and summer grounds.

The estimated population of West Indian manatees worldwide was under 5,000 animals as of 2014. In 2017, the U.S. Fish and Wildlife Service announced that the population of manatees off the coast of Florida alone had increased to 6,620. Global numbers are difficult to determine and can vary. Some estimate that the total worldwide manatee population is as high as 13,000 today.

## History and Conservation

Native Americans hunted manatees for centuries. They used the animals' flesh and bones for medicine, and its hide for leather. When Spanish explorers began colonizing Caribbean islands in the 16th century, manatee hunting increased. Biologists believe this hunting is responsible for the manatee's initial decline.

The greatest continued threat to manatees comes from humans. Many manatees drown each year from being trapped in fishing nets. Others are drowned or crushed by floodgates or canal locks. Some are injured by discarded fishing lines, hooks and trash. The majority of manatee deaths in Florida are caused by collisions with speeding boats. Those animals that survive such collisions **bear** lifelong propeller scars.

**\*bear- to carry, burden**

In 1978 the Florida legislature **designated** the entire state as a refuge and sanctuary for the animal. In 1989 key counties along the coast of Florida were directed to reduce manatee injuries and deaths. Manatee protection zones have been established. In these areas, boats are required to reduce their speed. In areas declared manatee refuges, no boats, swimmers or divers are allowed.

In other countries in the West Indian manatee's range, public education programs have been launched to raise awareness about the animal's plight. The number of manatees has been increasing slowly.

Manatees had been protected as an endangered species in the United States since 1967. In 2017, the species was removed from the endangered species list and recategorized as a "threatened" species. Conservations objected to the decision. They argued that the manatees continue to face environmental and human threats. They say these risks will only increase if the manatees' protected **status** is removed.

**\*designated-to mark or show**

**\*status- position or rank**

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

1. Which phrase shows that humans are the biggest problem for manatees?
  - a. Native Americans hunted the manatee for thousands of years.
  - b. Speeding boats cause most manatee deaths in Florida.
  - c. The United States government put manatees on a list of endangered species.
  - d. Manatees live in protected areas.



2. Based on the picture, we can infer
  - a. That manatees are called “sea cows” because of their body shape.
  - b. Manatees are called “sea cows” because of what they eat.
  - c. Manatees can give birth throughout the year.
  - d. Manatees are cousins to the dolphins.
3. At birth a calf (baby manatee) weighs approximately \_\_\_\_\_?
  - a. 10 pounds
  - b. 50 pounds
  - c. 60 pounds
  - d. 100 pounds
4. Why do manatees migrate?
  - a. to find food
  - b. to visit family
  - c. to find a warm home
  - d. to make new friends



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

## **ISSUE OVERVIEW: IMMIGRATION REFORM**

Bloomberg, Adapted by Newsela

About 11 million undocumented immigrants live in the United States. They came into the country without permission or stayed longer than they were supposed to. What should be done about them? Democrats and Republicans, the main political groups in America, do not agree on an answer. Most Americans think that immigrants should be able to stay in the country. But there are disagreements about what they should have to do to become citizens.

### **The Situation**

In November, Republican Donald Trump was elected President. Trump made cracking down on illegal immigration a central part of his campaign. He **pledged** to build a giant wall between the U.S. and Mexico. He promised to round up and deport any immigrants who had broken the law.

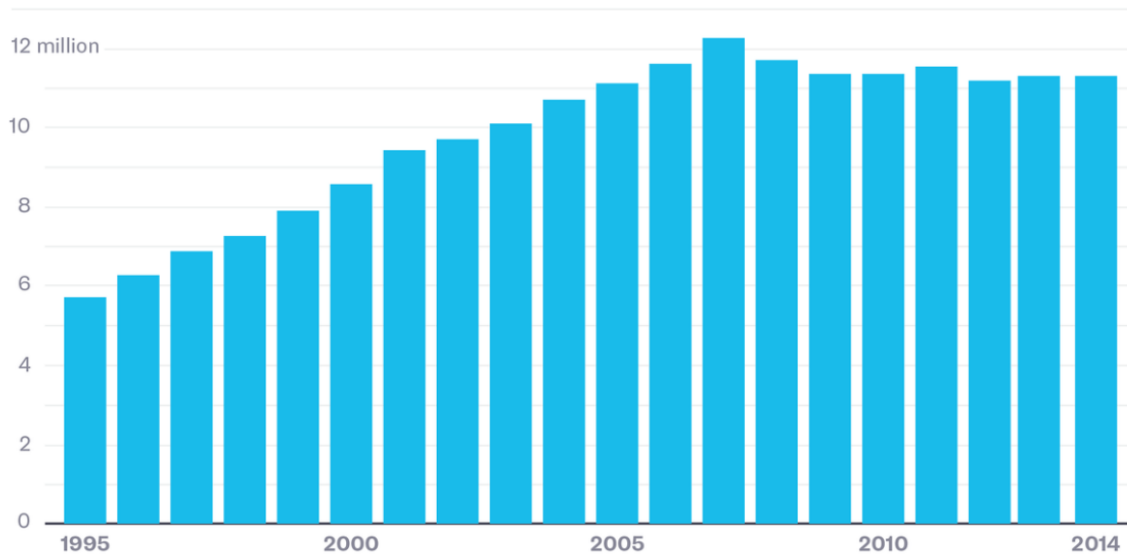
Trump has also said he will put a stop to President Barack Obama's executive orders, which aimed to protect millions of immigrants. President Obama announced his plan in 2014. It would prevent the deportation of about 4 million people, allowing them to stay and work in the United States. Texas and 25 other states challenged the plan and asked a judge to put a stop to it. Two different courts sided with the states. They ruled that President Obama did not have the power to make his plan a law. Only Congress could do that.

In June, the case was brought to the U.S. Supreme Court, the highest court in the country. There are supposed to be nine justices on this court, but at the time there were only eight because Justice Antonin Scalia died earlier in the year. The result was a 4-4 tie. The tie meant that the two earlier rulings would be enforced, and President Obama's plan could not take effect.

**\*pledge: to make a promise**

## Population Levels Off

Estimated unauthorized immigrant population in the U.S.



## The Background

Ronald Reagan was the last president to get Congress to pass immigration **reform**. That was in 1986. President George W. Bush also pushed for a law, but it failed to pass Congress in 2007. In the 2012 presidential election, Republicans said they wanted to send undocumented immigrants out of the United States. The party's candidate for president, Mitt Romney, said they should not be allowed to become citizens. That November, about 7 out of 10 Hispanics voted for Obama.

After the election, Republican leaders said the party had to change its thinking on immigration. If it did not, it would lose even more supporters.

In 2013, an immigration **reform** bill was passed by the Senate, one part of Congress. It was similar to Bush's bill from 2007. Both Democrats and Republicans supported it. However, surveys showed that many Republican voters did not want the bill to pass. Specifically, they did not want to give undocumented immigrants a way to become citizens. So the House of Representatives, which was controlled by the Republicans, refused to vote on the bill. The House is the other part of Congress.

**\*reform: to make a change to improve a social or political situation.**

## **The Argument**

Most Democrats agree on immigration. But Republicans are split. Some Republicans think it is most important to make it harder for people to cross into the United States without permission.

Other Republicans do not want undocumented immigrants to become citizens. They think that if these people are given the right to vote in elections, they will vote for Democrats.

Some Republicans liked the Senate bill from 2013. Parts of this bill were supported by business owners. There are also Republicans who want to give undocumented immigrants a chance to live in the country legally, but without becoming citizens. Paul Ryan, the House speaker, agrees with this idea.

Some Republicans are still worried. They think that continuing to fight immigration will cause them to lose more Hispanic voters.

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

1. According to the article, what was a promise that was made by President Trump?
  - a. to deport all immigrants
  - b. to deport any immigrants who break the law
  - c. to crack immigrant codes
  - d. to prevent deportation of legal immigrants
2. The article states that in 1986 the president passed laws on immigration reform. What was the name of that president?
  - a. Barack Obama
  - b. Donald Trump
  - c. George Washington
  - d. Ronald Reagan
3. According to the bar graph, in which year was there the largest number of unauthorized immigrants in the United States?
  - a. 2007
  - b. 1995
  - c. 2014
  - d. 2005

4. The article states that “Democrats agree on immigration, but Republicans are **split**.”

Which answer choice could replace **split** in this sentence **WITHOUT** changing its meaning?

- a. broken apart
  - b. fighting
  - c. feeling differently
  - d. confused
5. Based on what you learned in the article, what do you think **best** describes the words “immigration reform”?
- a. making laws better for immigrants
  - b. making immigration less expensive for everyone
  - c. allowing immigrants the right to vote
  - d. changing undocumented to documented

- **split: divide**

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

## **SCIENTISTS FIND AMERICANS EAT TOO MUCH EXTRA SUGAR IN ULTRA PROCESSED FOOD** Newsela, 2017

Scientists have released a new study of America's eating habits. The study shows that one kind of food is making people unhealthy.

The problem is ultra-processed foods, the scientists say.

### **Added Flavors, Colors, Sweeteners**

Ultra-processed foods contain added flavors, colors and sweeteners to make them look and taste better. The additives give the food a familiar color. They hide unpleasant tastes. They make something tasteless seem tastier.

Many breakfast cereals and sodas are ultra-processed foods. So too are many kinds of bread, cookies, cakes and potato chips.

Ultra-processed foods are a big part of what Americans eat every day, the new study says. They make up almost six-tenths of all the calories Americans take in.

### **Wrong Kind of Calories**

The human body need calories. They give people strength and keep them going. However, getting too many calories or the wrong kind of calories can be a problem. People can become overweight and unhealthy.

Ultra-processed foods are very high in added sugar. Large amounts of sugar are not good for us.

Doctors say no more than one-tenth of the calories people take in should be added sugars. However, most people are not listening. More than seven in 10 Americans take in more added sugar than that.

## **Added Sugar = Added Weight**

All that added sugar makes people more likely to be overweight. In turn, being overweight can lead to serious health problems. Too much sugar can also damage our teeth.

The scientists behind the new study wanted to find out how much ultra-processed food Americans are eating. They looked at information on American eating habits. The information was gathered by the government some years ago.

In 2009 and 2010, more than 9,000 people were questioned about their eating habits. They were asked to list every single thing they had eaten in the past 24 hours. More than 280,000 kinds of food were named.

## **Cakes, Cookies, Chips**

The people questioned took in 2,070 calories a day, on average. Somewhat more than a quarter of those calories came from unprocessed foods. Eggs, vegetables and fish are all examples of unprocessed foods.

Around one-tenth came from processed foods. Processed food have some additives. They do not have as many as ultra-processed foods do, though. Cheese, canned vegetables and bacon are a few examples of processed foods.

However, most of the calories people took in came from ultra-processed foods. Nearly 3 in every 5 calories were from such foods. Breads, cakes, cookies, pies and chips were the most popular ultra-processed foods.

## Too Much Extra Sugar

Overall, around one-seventh of all calories came from added sugars. Most of that sugar came from the ultra-processed foods.

Unprocessed foods have no added sugars at all. Processed foods have a small amount.

Ultra-processed foods have a large amount of sugar. On average, more than a fifth of their calories come from added sugars. They have more than 10 times as much added sugar as processed food.

## Eat Healthier, America!

Not surprisingly, those who ate more ultra-processed food took in more sugar. Those who ate it the most took in a great deal of sugar. They took in more than two and a half times as much as those who ate it the least.

The message of their study is clear, the scientists said.

If Americans want to cut down on sugar, they will have to change their eating habits. They will have to cut way back on ultra-processed foods.

1. According to section “**Cakes, Cookies, Chips**”, which of the following is considered a “processed” food?
  - a. bacon
  - b. eggs
  - c. cookies
  - d. breads
  
2. Read the section “**Added Sugar = Added Weight**” How did the government gather information about what people ate?
  - a. It kept records of what food people bought.
  - b. It got reports from restaurants about what food people ordered.
  - c. It asked people to remember what they ate.
  - d. It watched people over a 24-hour period.

3. What does the phrase “**eating habits**” mean?
- a. research about food and health
  - b. the food that people usually eat
  - c. a list of additives put in ultra-processed food
  - d. things that make people unhealthy
4. Read the sentence from the section “**Eat Healthier, America!**”  
*The message of their study is clear*, the scientists said. Which is the best definition of “clear” in the sentence above?
- a. easy to understand
  - b. hard to understand
  - c. very important
  - d. more interesting than important
5. Which of the following is an opinion regarding this article?
- a. People eat too much processed foods.
  - b. Bacon is a processed food.
  - c. Cookies are an ultra-processed food
  - d. Ultra-processed foods typically have a lot of sugar.



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

### **Hiking the Appalachian Trail**

by Kate Paixão

Eight-year-old Maya and her parents were on vacation. They were hiking in the Appalachian Mountains. The Appalachians are the longest group of mountains in eastern North America. These mountains start in the northern U.S. state of Maine. They end in the southern state of Georgia.

Maya's family was walking on a road that goes from one end of the Appalachians to the other. It is called the Appalachian Trail. Maya and her family had started near their home in Maryland. A native of Maryland, Maya had never left her state before. A native is someone who was born in a place. The family's first stop was in West Virginia.

Every evening, Maya and her family would make a **campfire**. She loved that! She also enjoyed sleeping in a tent each night. Maya wanted to remember everything that happened on her vacation. Whenever she came across a new animal, such as a beaver or a quail, she would draw a picture of it in her journal.

Maya learned that she had to be quiet if she wanted the animals to stay. She also drew a field of **daisies**. Maya thought that flowers were easier to draw than animals. They didn't run away!

**\*campfire:** a fire built outdoors

**\*daisies:** a type of flower

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

1. The Appalachian Mountains start in the northern state of Maine and end in the southern state of Georgia. Maya and her parents started hiking the Appalachian Trail near Maryland.

Based on this evidence, what can you conclude about where Maryland is?

- a. It is south of Georgia.
  - b. It is north of New York.
  - c. It is between Maine and Georgia.
  - d. It is north of Maine.
- 
2. Based on the information in the story, how could Maya and her parents be described?
- a. They don't like Maryland very much.
  - b. They are good at drawing flowers.
  - c. They enjoy cooking.
  - d. They like to spend time in nature.

3. Read these sentences from the text.

"Maya's family was walking on a road that goes from one end of the Appalachians to the other. It is called the Appalachian Trail."

Based on these sentences, what does the word "trail" mean?

- a. state
  - b. mountain
  - c. country
  - d. road
- 
4. What two states did Maya and her family hike in?
- a. Maryland and West Virginia
  - b. Florida and Georgia
  - c. New York and Connecticut
  - d. none of the above

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

## Every Time I Climb a Tree

By David McCord

1            Every time I climb a tree  
2            Every time I climb a tree  
3            Every time I climb a tree  
4            I scrape a leg  
5            Or skin a knee  
6            And every time I climb a tree  
7            I find some ants  
8            Or dodge a bee  
9            And get the ants  
10           All over me

11           And every time I climb a tree  
12           Where have you been?  
13           They say to me  
14           But don't they know that I am free  
15           Every time I climb a tree?  
16           I like it best  
17           To spot a nest  
18           That has an egg  
19           Or maybe three

20           And then I skin  
21           The other leg  
22           But every time I climb a tree  
23           I see a lot of things to see  
24           Swallows rooftops and TV  
25           And all the fields and farms there be  
26           Every time I climb a tree  
27           Though climbing may be good for ants  
28           It isn't awfully good for pants  
29           But still it's pretty good for me  
30           Everytime I climb a tree

1. In the poem, what is the **main** purpose in repeating the line "Every time I climb a tree"?
  - a. to show that the trees are tall
  - b. to show that the speaker climbs a lot of trees
  - c. to describe how the speaker climbs to the top
  - d. to explain how the speaker tears his pants
  
2. Why might the speaker feel "free" when climbing trees?
  - a. The speaker feels like an ant in a tree.
  - b. The speaker can see nests and birds.
  - c. Treetops are above the rooftops.
  - d. Nothing stops the speaker from seeing many things.
  
3. In stanza 2, line 11, who **most likely** says, "Where have you been?"
  - a. the bees and the ants
  - b. the speaker's teachers
  - c. people who want to climb the tree also
  - d. people who do not understand about climbing trees
  
4. In stanza 3, line 20, what is meant by "But still it's pretty good for me"?
  - a. All the things the speaker sees are worth the scrapes and tears.
  - b. Every time the speaker climbs a tree, people ask where he has been.
  - c. The speaker scrapes his legs when he climbs trees.
  - d. When the speaker climbs trees, he sees ants and bees.
  
5. In stanza 3, lines 20-21, what is shown by the statement "And then I skin/ The other leg"?
  - a. It is fun to climb trees.
  - b. Climbing trees is good for ants.
  - c. A person can get hurt climbing trees.
  - d. A person can see a long way from the top of a tree.

# Writing

## 050/051



<p style="text-align: center;"><b><u>Stating An Opinion</u></b></p> <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>	<p style="text-align: center;"><b><u>Providing Textual Evidence</u></b></p> <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>
<p style="text-align: center;"><b><u>Providing Reasons</u></b></p> <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>	<p style="text-align: center;"><b><u>Providing Examples/Details</u></b></p> <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>
<p style="text-align: center;"><b><u>Coming to a Conclusion</u></b></p> <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>	<p style="text-align: center;"><b><u>Comparing Two Things</u></b></p> <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>
<p style="text-align: center;"><b><u>Adding Information</u></b></p> <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>	<p style="text-align: center;"><b><u>Contrasting Two Things</u></b></p> <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>

## Endangered Species: The West Indian Manatee

By: Gale, Cengage Learning, adapted by Newsela staff

The West Indian manatee, also known as the Florida manatee, is a large marine mammal. It has a rounded, heavy gray body and a horizontally flattened tail. An average West Indian manatee has a combined body and tail length of 8 to 13 feet and weighs 800 to 3,500 pounds. It has small eyes and no ear flaps or earlobes. The animal's nostrils are on the upper surface of its snout. These nostrils can be tightly closed by valves when the manatee is underwater.

Manatees often rest just below the water's surface. They come up to breathe every 15 or 20 minutes. They use their flexible flippers almost like hands for eating, moving through sea grass, touching, holding a nursing calf and even hugging other manatees.

Manatees are the only marine mammals that feed solely on vegetation. They eat a variety of aquatic plants, including water hyacinths, hydrillas and sea grasses. Manatees are often called "sea cows" because they graze on marine sea grass meadows. They use their split upper lip to grasp food and pull it into their mouths. Primarily a **nocturnal** feeder, manatees can consume up to 100 pounds of food a day.

Manatees have no particular **breeding** season. However, most births seem to occur in spring and early summer. After a gestation period of 13 months, a female manatee gives birth to one calf. The baby manatee is about 4 feet long and weighs approximately 60 pounds. Even though it begins grazing on vegetation within a few months, the calf continues to nurse from its mother for one to two years. Because mothers only give birth to one calf every two to five years, reproduction rates are low.

**\*nocturnal- active at night**

**\*breeding- reproduction of animals or children**

## Habitat and Population

The West Indian manatee is found in the coastal waters and rivers of Florida and Georgia. It is occasionally spotted in the waters of other states in the southeastern United States. It is also found on the coasts of Central America and the West Indies.

The manatee prefers to inhabit slow-moving rivers, river mouths, bays, lagoons, coves and other shallow coastal areas. It is at home in all types of water environments: fresh, brackish and salt. The manatee requires warm water. It will migrate great distances between winter and summer grounds.

The estimated population of West Indian manatees worldwide was under 5,000 animals as of 2014. In 2017, the U.S. Fish and Wildlife Service announced that the population of manatees off the coast of Florida alone had increased to 6,620. Global numbers are difficult to determine and can vary. Some estimate that the total worldwide manatee population is as high as 13,000 today.

## History and Conservation

Native Americans hunted manatees for centuries. They used the animals' flesh and bones for medicine, and its hide for leather. When Spanish explorers began colonizing Caribbean islands in the 16th century, manatee hunting increased. Biologists believe this hunting is responsible for the manatee's initial decline.

The greatest continued threat to manatees comes from humans. Many manatees drown each year from being trapped in fishing nets. Others are drowned or crushed by floodgates or canal locks. Some are injured by discarded fishing lines, hooks and trash. The majority of manatee deaths in Florida are caused by collisions with speeding boats. Those animals that survive such collisions **bear** lifelong propeller scars.

**\*bear: to carry, burden**



In 1978 the Florida legislature **designated** the entire state as a refuge and sanctuary for the animal. In 1989 key counties along the coast of Florida were directed to reduce manatee injuries and deaths. Manatee protection zones have been established. In these areas, boats are required to reduce their speed. In areas declared manatee refuges, no boats, swimmers or divers are allowed.

In other countries in the West Indian manatee's range, public education programs have been launched to raise awareness about the animal's plight. The number of manatees has been increasing slowly.

Manatees had been protected as an endangered species in the United States since 1967. In 2017, the species was removed from the endangered species list and recategorized as a "threatened" species. Conservations objected to the decision. They argued that the manatees continue to face environmental and human threats. They say these risks will only increase if the manatees' protected **status** is removed.

**\*designated- to mark or show**

**\*status- position or rank**

## Level 2 – Extended Constructive Response

**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 article about manatees. Manatees are considered an “endangered species.” An “endangered species” is a species that does not have many animals alive any more. Write a two paragraph response to the article explaining why you think manatees are endangered and what we can do to prevent them from extinction.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

Planning Page

On the lines below, write a two paragraph extended response to the article you just read. The response should include why you believe that manatees are endangered and what we can do to help prevent their extinction. Be sure to include details from the article and details from your own experiences in your response.

## 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.

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## **Fidget toys are all the rage among kids, even those without ADHD and autism**

By Chicago Tribune, adapted by Newsela, 5/11/17

CHICAGO, Illinois — Fidgets are the must-have toy for students. These handheld toys spin and move with the push of a button. Students will not stop playing with them at school and even during class.

Experts say that the spinning toy is more than just a toy. It can also be used as a therapy tool. Supporters of its use call it fidget therapy. It works by keeping a student's hands busy and helps them concentrate better and for longer. There are some teachers who do not find the toys useful in classrooms. They see them as distracting toys instead of useful tools. As a result, many schools are banning fidgets from classrooms.

Coming in many bright colors and types, fidgets can be bought almost anywhere. The most popular type is a three-pronged plastic and metal device with a ball in the center. Pushing the ball at the center spins the fidget. Buying one will cost anywhere between \$20 to just a few dollars at a local convenience store.

### **Helping Students Concentrate Better**

Supporters of fidget therapy say it helps students with ADHD and autism. Students with ADHD find it difficult to sit or concentrate. Students with autism also sometimes have trouble focusing in class. Using a fidget helps these students concentrate and focus better.

Kate Ellison is a principal at Washington Elementary in Evanston, Illinois, who does not like fidgets. Instead of helping students concentrate they are distracting them, she says.

"Kids are trading them or spinning them instead of writing," Ellison said.

## An Overnight Sensation

The sudden popularity of fidgets took Ellison and other teachers by surprise. She said that it almost "happened overnight" and before they knew it, students had multiple fidgets.

Teachers at the elementary school recently **banned** the toys. Ellison wrote a letter to parents. The letter explained how the toys are a distraction and in some cases, they even can cause problems among students.

"They're treating them like they would treat a toy," she said. "So we can't have them in class or at recess."

Ellison says she understands the therapy benefits of fidgets, and her school offers similar therapy tools. Instead of using a fidget, students can squeeze a ball, pull a rubber band or stick and unstick a piece of **velcro**.

## Some Schools Are Banning Fidgets

Other schools are banning fidgets, too. News reports of other schools banning fidgets are going around on social media, such as Facebook and Twitter. Not all schools are banning fidgets from all students, though. Some special-needs students are still able to use them as a therapy tool.

Some parents approve of the ban, like Janelle Feylo. She lives in Downers Grove, Illinois, with her son. His school, Prairieview, recently banned fidgets. Still, the ban did not stop the fourth-grader from using one. He brought home a homemade fidget that his friend gave him. Eventually, Feylo took it away from him.

"I don't think he needs it," she said. "I don't want him to get in trouble."

Occupational therapists are experts on students with special needs. They think fidgets are a therapy tool that works.

**\*banned:** not permitted

**\*velcro:** two pieces of fabric that stick together

Sandra Schefkind works at the American Occupational Therapy Association. People naturally fidget, she says. Tapping a foot, hair twirling or even getting up to sharpen a pencil are all examples of students fidgeting. Instead of fidgeting, a student can use the fidget tool. This helps them focus on the task at hand.

### **Therapists Are In Favor Of Them**

Students need to take breaks to help concentrate better. "It's the same reason why recess helps," said Kristie Koenig. She does research about occupational therapy at New York University.

Stretching exercises and water breaks are used in schools, too. All of these practices help students focus and learn.

Fidget therapy has been around for a while. The sudden popularity among students as a toy is new. The reasons it is popular right now may be because of social media. More and more classrooms are also being more inclusive of students with special needs.

Koenig does not think banning fidgets is a good idea. She says all students can benefit from using the tools. She does warn that using the therapy fidgets as a toy will not help students focus in class.

"We don't want kids to use them as toys to distract," she said.

## Level 2 – Extended Constructive Response

**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 article about fidget spinners. Fidget Spinners are considered a “fad”. A “fad” is something that is popular, but only for a short or temporary amount of time. Write a two paragraph response to the article explaining your experience with fidget spinners and compare them to another fad that you remember from your life.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

Planning Page



On the lines below, write a two paragraph extended response to the article you just read. The response should include why you believe that fidget spinners are a fad and compare them to another fad that you remember from your life. Be sure to include details from the article and details from your own experiences in your response.

## 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.

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## ISSUE OVERVIEW: IMMIGRATION REFORM

Bloomberg, Adapted by Newsela

About 11 million undocumented immigrants live in the United States. They came into the country without permission or stayed longer than they were supposed to. What should be done about them? Democrats and Republicans, the main political groups in America, do not agree on an answer. Most Americans think that immigrants should be able to stay in the country. But there are disagreements about what they should have to do to become citizens.

### The Situation

In November, Republican Donald Trump was elected President. Trump made cracking down on illegal immigration a central part of his campaign. He **pledged** to build a giant wall between the U.S. and Mexico. He promised to round up and deport any immigrants who had broken the law.

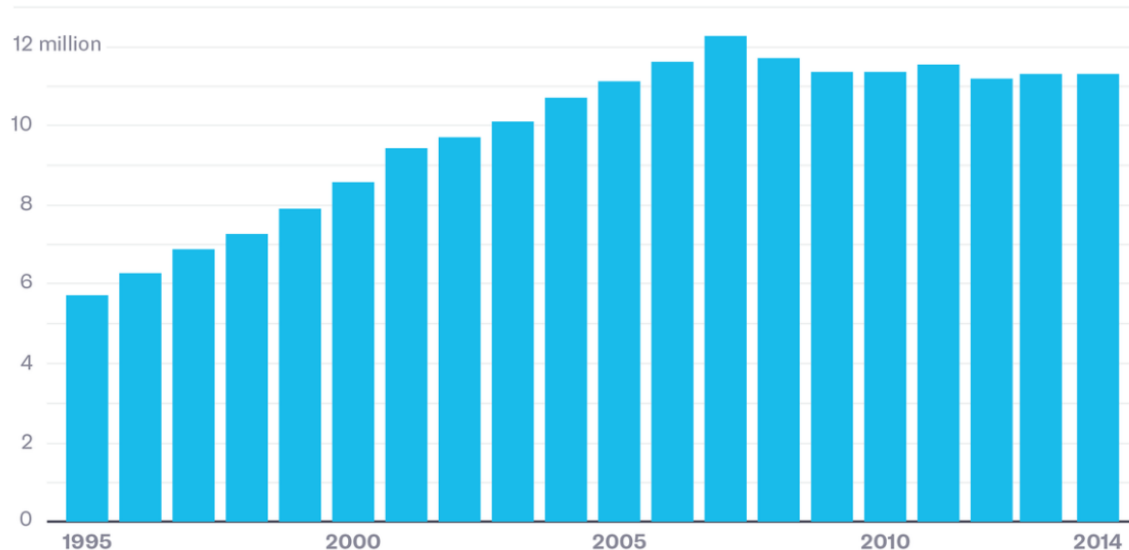
Trump has also said he will put a stop to President Barack Obama's executive orders, which aimed to protect millions of immigrants. President Obama announced his plan in 2014. It would prevent the deportation of about 4 million people, allowing them to stay and work in the United States. Texas and 25 other states challenged the plan and asked a judge to put a stop to it. Two different courts sided with the states. They ruled that President Obama did not have the power to make his plan a law. Only Congress could do that.

In June, the case was brought to the U.S. Supreme Court, the highest court in the country. There are supposed to be nine justices on this court, but at the time there were only eight because Justice Antonin Scalia died earlier in the year. The result was a 4-4 tie. The tie meant that the two earlier rulings would be enforced, and President Obama's plan could not take effect.

**\*pledge: to make a promise**

## Population Levels Off

Estimated unauthorized immigrant population in the U.S.



## The Background

Ronald Reagan was the last president to get Congress to pass immigration **reform**. That was in 1986. President George W. Bush also pushed for a law, but it failed to pass Congress in 2007. In the 2012 presidential election, Republicans said they wanted to send undocumented immigrants out of the United States. The party's candidate for president, Mitt Romney, said they should not be allowed to become citizens. That November, about 7 out of 10 Hispanics voted for Obama.

After the election, Republican leaders said the party had to change its thinking on immigration. If it did not, it would lose even more supporters.

In 2013, an immigration **reform** bill was passed by the Senate, one part of Congress. It was similar to Bush's bill from 2007. Both Democrats and Republicans supported it. However, surveys showed that many Republican voters did not want the bill to pass. Specifically, they did not want to give undocumented immigrants a way to become citizens. So the House of Representatives, which was controlled by the Republicans, refused to vote on the bill. The House is the other part of Congress.

**\*reform: to make a change to improve a social or political situation**

## **The Argument**

Most Democrats agree on immigration. But Republicans are split. Some Republicans think it is most important to make it harder for people to cross into the United States without permission.

Other Republicans do not want undocumented immigrants to become citizens. They think that if these people are given the right to vote in elections, they will vote for Democrats.

Some Republicans liked the Senate bill from 2013. Parts of this bill were supported by business owners. There are also Republicans who want to give undocumented immigrants a chance to live in the country legally, but without becoming citizens. Paul Ryan, the House speaker, agrees with this idea.

Some Republicans are still worried. They think that continuing to fight immigration will cause them to lose more Hispanic voters.

## Level 2 – Extended Constructed Response

**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 article about immigration reform. A “trend” is something that happens at a certain time and changes as time goes on. Look bar graph in the article. What have immigration trends been like according to the bar graph? Why do you think trends have been like this? Write a two paragraph constructed response explaining trends in immigration in the United States. Use details from the bar graph and article and details from your own life to support your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or draw a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

### Planning Page

A “trend” is something that happens at a certain time and changes as time goes on. Write a two paragraph constructed response explaining trends in immigration in the United States. Use details from the bar graph and article and details from your own life to support your response.

### 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.

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## **SCIENTISTS FIND AMERICANS EAT TOO MUCH EXTRA SUGAR IN ULTRA PROCESSED FOOD** Newsela, 2017

Scientists have released a new study of America's eating habits. The study shows that one kind of food is making people unhealthy.

The problem is ultra-processed foods, the scientists say.

### **Added Flavors, Colors, Sweeteners**

Ultra-processed foods contain added flavors, colors and sweeteners to make them look and taste better. The additives give the food a familiar color. They hide unpleasant tastes. They make something tasteless seem tastier.

Many breakfast cereals and sodas are ultra-processed foods. So too are many kinds of bread, cookies, cakes and potato chips.

Ultra-processed foods are a big part of what Americans eat every day, the new study says. They make up almost six-tenths of all the calories Americans take in.

### **Wrong Kind of Calories**

The human body need calories. They give people strength and keep them going. However, getting too many calories or the wrong kind of calories can be a problem. People can become overweight and unhealthy.

Ultra-processed foods are very high in added sugar. Large amounts of sugar are not good for us.

Doctors say no more than one-tenth of the calories people take in should be added sugars. However, most people are not listening. More than seven in 10 Americans take in more added sugar than that.

## **Added Sugar = Added Weight**

All that added sugar makes people more likely to be overweight. In turn, being overweight can lead to serious health problems. Too much sugar can also damage our teeth.

The scientists behind the new study wanted to find out how much ultra-processed food Americans are eating. They looked at information on American eating habits. The information was gathered by the government some years ago.

In 2009 and 2010, more than 9,000 people were questioned about their eating habits. They were asked to list every single thing they had eaten in the past 24 hours. More than 280,000 kinds of food were named.

## **Cakes, Cookies, Chips**

The people questioned took in 2,070 calories a day, on average. Somewhat more than a quarter of those calories came from unprocessed foods. Eggs, vegetables and fish are all examples of unprocessed foods.

Around one-tenth came from processed foods. Processed food have some additives. They do not have as many as ultra-processed foods do, though. Cheese, canned vegetables and bacon are a few examples of processed foods.

However, most of the calories people took in came from ultra-processed foods. Nearly 3 in every 5 calories were from such foods. Breads, cakes, cookies, pies and chips were the most popular ultra-processed foods.

## **Too Much Extra Sugar**

Overall, around one-seventh of all calories came from added sugars. Most of that sugar came from the ultra-processed foods.

Unprocessed foods have no added sugars at all. Processed foods have a small amount.

Ultra-processed foods have a large amount of sugar. On average, more than a fifth of their calories come from added sugars. They have more than 10 times as much added sugar as processed food.

## **Eat Healthier, America!**

Not surprisingly, those who ate more ultra-processed food took in more sugar. Those who ate it the most took in a great deal of sugar. They took in more than two and a half times as much as those who ate it the least.

The message of their study is clear, the scientists said.

If Americans want to cut down on sugar, they will have to change their eating habits. They will have to cut way back on ultra-processed foods.

**Directions:** Read the passage again. Then you will be asked to write at least two paragraphs based on the passage.

### **Level 2 – Extended Constructed Response**

The text discusses processed and ultra-processed foods. In a two paragraph extended response, contrast the differences between processed and ultra-processed foods. Use examples from the text and examples from your own life as evidence in your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or create a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

#### **Planning Page**

This article explains that people are eating too much processed and ultra-processed foods. There are some important differences between processed and ultra-processed foods. On the lines below, write a two paragraph response to the article contrasting the differences between processed and ultra-processed foods. Use examples from the text and examples from your own life to support your response.

## 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

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**A Bigger Pond**  
**By: Readworks 2014**

When Peter's father told him that they were moving to a new town on the other side of the country, Peter felt a mix of things inside him. He was happy for the new adventure but sad to leave his friends behind. He was excited for the new things he would see and learn but scared about what he might forget, or miss, about home. It was hard to say how he felt about it.

"Why are we moving?" Peter asked his mom at dinner the next day, after he came home from school.

"Ask your father," his mother said, looking down at her plate. Peter was surprised at how slowly his mom was eating her food. She was pushing her vegetables from one side of the plate to the other, behaving the way Peter used to when he was a little boy!

Peter's dad **clattered** his knife and fork onto the plate and wiped his mouth slowly with a napkin. "We're moving, Peter, because I got a better job in the new town. That means a better life for all of us."

Peter thought about this. "Better life how? What's wrong with our life now?"

"There's nothing wrong with it," his father said. "But I will make more money at the new job, and that will allow us to have a bigger house, go on more vacations, and buy a second car for your mother to use."

"Vacations like Disney World?" Peter asked.

"Yes! Like Disney World! We'll be living a lot closer to Disney World. We could go there all the time, Peter!"

**\*clattered:** a loud rattling sound

Peter suddenly had an **urge** to eat all of his vegetables, and his mother's too, since she was taking so long to get to them. Going to Disney World was better than eating dessert every day. What fun they would have!

Two weeks later, Peter and his parents watched the last pieces of furniture get loaded into the enormous truck. Someone was going to drive the truck all the way to their new address, while Peter and his parents would travel in their own car. When the car was finally packed up, Peter waved **farewell** to his friends on their street for the last time. He promised to keep in touch and to send postcards from the new place, and from Disney World. Then Peter and his parents got in the car and stopped one last time at Peter's favorite spot, the pond, to say goodbye. His mom and dad walked around the pond like they always did. While Peter was looking for fish in the water, he looked up to see some tears stream down his mom's face. After a while, they all got back in the car. And then they were off.

The new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet. His dad left for work before Peter woke up and came home after Peter went to bed, so Peter only saw him on the weekends. Peter's mom stayed quiet. And there was no mention of Disney World for a long time. Peter felt sad.

Then, one Saturday morning, Peter woke up and saw a car missing. Where had his father gone so early in the morning? Peter waited in the driveway until the car returned, his dad's face **beaming** from inside. His father jumped out and waved at Peter.

"Where have you been?" Peter asked.

\* **urge**: a desire

\***farewell**: good bye

\***beaming**: smiling brightly



"Getting you a present for having been such a good boy these past few weeks. Do you remember the pond near where we used to live?"

"Yes," Peter said. "It was my favorite spot."

"Well, I discovered one just like it, only bigger and more beautiful, right here. And you know what? It's crawling with all kinds of fish!"

"So?" Peter said, thinking of Disney World.

"So! You're old enough now to take a shot at some fishing, young man!" Peter's dad pulled a shiny new fishing rod out of the backseat.

"Wow! Really, Dad?" Peter shouted.

"Absolutely! Go tell your mother, and let's go on our first fishing trip!"

Peter rushed into the house and gave his mom a big hug. Peter rushed back outside, and his dad took him to the pond to teach him how to fish. It took a few weeks to get the hang of the fishing rod, but soon Peter was fishing at the pond every week. His mom and dad liked to walk around the new pond just as they had walked around the old one. His mom said it was even more beautiful than the old pond. The new pond was Peter's new favorite spot.

## **Level 2 – Short Constructive Response**

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

Think about what you read in the story about Peter. According to the story, Peter had to move to a new town. Explain why Peter's feelings about moving change throughout the story. Support your answer with evidence from the story.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the story, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

Planning Page

On the lines below, write a one paragraph short response to the story you just read. The response should include why Peter's feelings about moving change throughout the story.

## 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.

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## DREAMS by Langston Hughes



1     Hold fast to dreams  
2     For if dreams die  
3     Life is a broken-winged bird  
4     That cannot fly.

5     Hold fast to dreams  
6     For when dreams go  
7     Life is a **barren** field  
8     Frozen with snow.

\***barren**- empty, dry area

\***stanza**- a group of lines in a poem or verse

## **Level 2 – Extended Constructed Response**

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

Poems use both figurative language and literary elements to explain ideas. Think about what you read in “Dreams” by Langston Hughes. What is an example of figurative language or a literary element that is used by the author in this poem? (i.e. theme, setting, tone, imagery, conflict, symbolism) How can you relate this literary element to your own life? Write a two paragraph constructed response to the poem explaining the use of a literary element and how you can relate the idea to your life. Be sure to use details from the poem and details from your life to support your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or make a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

**Planning Page**

On the lines below, write a two paragraph response to the poem explaining what you think the poem is about and how it relates to your own life. You should use details from the poem and details about your own life in your response to support what you think.

## 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

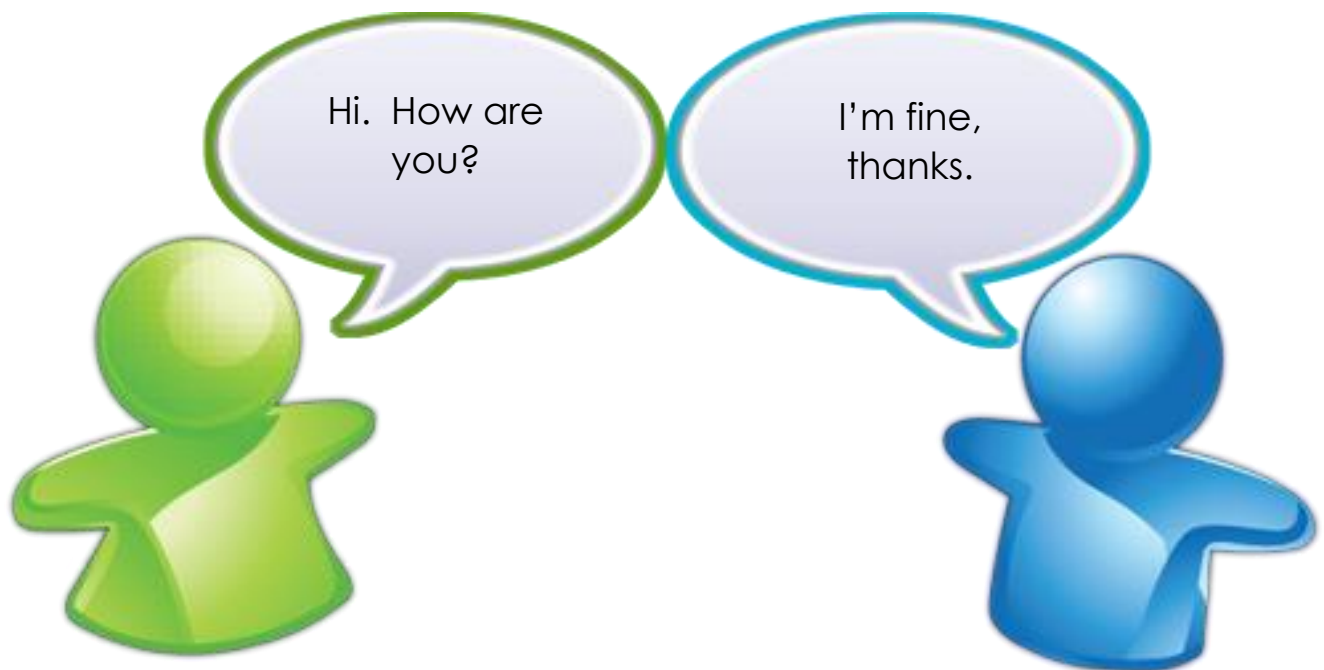
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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# Speaking

## 035



## Speaking: Transitioning



### Introduction

The pictures show different people helping the environment. In the first picture, they are in the park. The second picture shows how students from Mrs. Smith's class are also helping the environment.

### Question

Tell me how the people and the students are helping the environment.

## Speaking: Transitioning



### Introduction

These students are experimenting in the classroom. This woman is also experimenting at her job.

### Question

Tell me how they are experimenting in science in different ways.

## Speaking: Expanding

Susan B. Anthony was a pioneer crusader for the woman suffrage movement in the United States and president (1892-1900) of the National American Woman Suffrage Association. Her work helped pave the way for the Nineteenth Amendment (1920) to the Constitution, giving women the right to vote.

Born on February 15, 1820, in Adams, Massachusetts, Anthony grew up in a politically active family. They worked to end slavery in what was called the abolitionist movement. They were also part of the temperance movement, which wanted the production and sale of alcohol limited or stopped completely. Anthony was inspired to fight for women's rights while campaigning against alcohol. She was denied a chance to speak at a temperance convention because she was a woman. Anthony later realized that no one would take women in politics seriously unless they had the right to vote.

Along with activist Elizabeth Cady Stanton, Anthony founded the National Woman Suffrage Association in 1869. Around this time, the two created and produced *The Revolution*, a weekly publication that lobbied for women's rights. Later the pair edited three volumes of *History of Woman Suffrage* together.

Anthony was tireless in her efforts, giving speeches around the country to convince others to support a woman's right to vote. She even took matters into her own hands in 1872 when she voted in the presidential election illegally. Anthony was arrested and tried unsuccessfully to fight the charges. She ended up being fined \$100 – a fine she never paid.

When Anthony died on March 13, 1906, women still did not have the right to vote. It wasn't until 1920, 14 years after her death, that the 19th Amendment to the U.S. Constitution, giving all adult women the right to vote, was passed. In recognition of her dedication and hard work, the U.S. Treasury Department put Anthony's portrait on one dollar coins in 1979, making her the first woman to be so honored.

Biography courtesy of BIO.com

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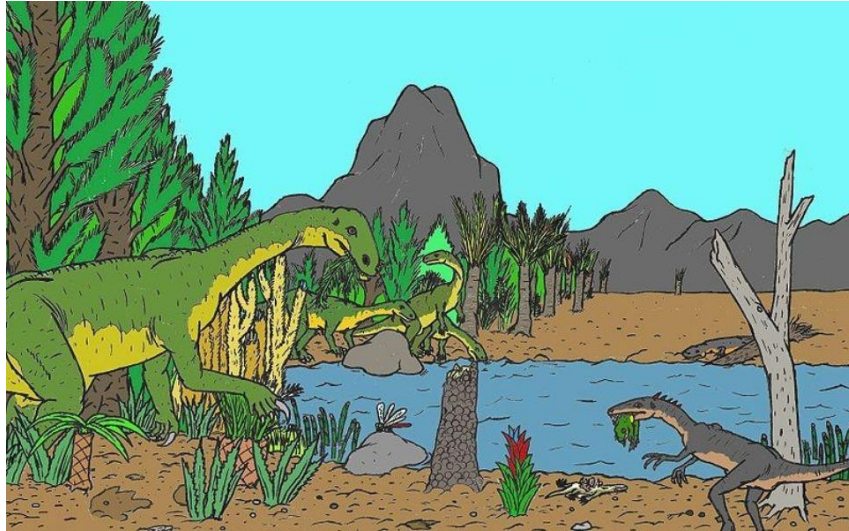
### Introduction

Now I am going to read about Susan B. Anthony. You can read along in your test booklet.

### Question

Based on what you heard and read in the passage, tell me about Susan B. Anthony.

## Speaking: Expanding



Our planet is no spring chicken. The history of the earth stretches over billions of years. In that time period, a lot has changed. Some of those changes took place over a very long time, too slowly and gradually for people to discern. Some changes, on the other hand, took place very quickly.

Water, wind and ice slowly shape the surface of the earth, constantly moving all around us. Activity just beneath the surface of the earth's crust creates rapid changes in the shape of the land—that's where we get volcanoes, landslides and earthquakes.

Glaciers, which are huge, very old formations made out of water, earth and ice, can even change the size and shape of the oceans. These major shifts take place over millions of years. We can see the results, but apart from measuring them and seeing where growth or change took place, we can't observe these changes as they occur. They simply happen too slowly.

Erosion is an example of a slow process that changes the surface of the earth. Think of a windy beach, how sand from the beach is carried toward the dunes or, depending on the behavior of the wind, how the sand from the dunes is carried further down the beach. We can see and feel the sand moving over the land and through the air, but the long-term effects of that movement won't be visible for years.

The earth's surface is also made up of very slowly moving parts, called tectonic plates. These plates fit like puzzle pieces and make up the outermost layer of the planet. When this layer moves around, it can cause earthquakes and volcanic eruptions. It's very easy to spot these changes as they're happening! In fact, we have to be very careful and prepare for them in advance, and take safety measures before and after they occur.

Volcanoes, earthquakes and landslides aren't everyday events. If they were, we'd be in big trouble! Ordinarily, the movement of the plates is extremely slow, yet very powerful. Plate movement is one of the major forces that changes the location and shape of continents and oceans—major changes that we can't detect and that appear gradually over millions of years.

Some earth-changing events occur naturally, but others come from us, from humans. It's important to remember that we have our own impact on the earth. In many cases, humans influence the earth's natural processes on purpose, speeding them up, slowing them down, or manipulating them in other ways to get something we want—usually a natural resource, like water or oil. Some of what we do to our planet is on purpose, and some of it is accidental.

Cutting down forests, building new houses, bridges, office buildings and movie theaters, can lead to quickening natural events that might have taken much longer without humans' involvement.

You can walk outside any time you like and see the planet stir: wind moving particles of sand and rock, water dripping from one surface onto another, seasons changing each year. Everything you see on a walk around your neighborhood contributes to the earth's changing and maturing, just like everything we do every day contributes to what we'll be like as people 10 years, 20 years, even 50 years from now. And those changes in our bodies and personalities—unless something unusual happens—take time to show up too.

It's interesting to think about how what we do and the forces that act on us affect who we become. The earth is a big, changing organism, just like we are.

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## **Introduction**

Now I am going to read about the history of planet Earth. You can read along in your test booklet.

## **Question**

Based on what you have heard and read in the passage, tell me how earth has changed over time.



## Speaking: Commanding

Susan B. Anthony was a pioneer crusader for the woman suffrage movement in the United States and president (1892-1900) of the National American Woman Suffrage Association. Her work helped pave the way for the Nineteenth Amendment (1920) to the Constitution, giving women the right to vote.

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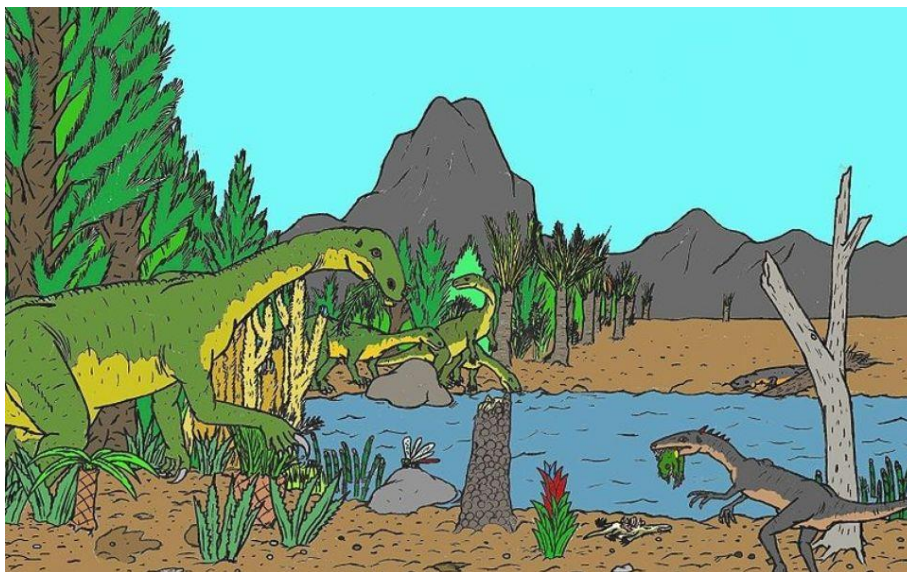
Biography courtesy of BIO.com

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### Question

Based on what you heard and read in the passage, why do you think Susan B. Anthony was an important person in the history of the United States and the United States Constitution?

## Speaking: Commanding



Our planet is no spring chicken. The history of the earth stretches over billions of years. In that time period, a lot has changed. Some of those changes took place over a very long time, too slowly and gradually for people to discern. Some changes, on the other hand, took place very quickly.

Water, wind and ice slowly shape the surface of the earth, constantly moving all around us. Activity just beneath the surface of the earth's crust creates rapid changes in the shape of the land—that's where we get volcanoes, landslides and earthquakes.

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## **Question**

Based on what you have heard and read in the passage, why do you think earth has changed so much over time?

# Listening

035



## Listening Passage: Ancient Egypt: Life along the Nile

1. Ancient Egyptian civilizations grew along the Nile River 5,000 years ago. The Nile provided everything the Egyptians needed, such as \_\_\_\_\_.
  - a. fish and fruit trees
  - b. dirt
  - c. water
  - d. all of the above
2. Which phrase describes where Egypt was located?
  - a. in Saudi Arabia
  - b. in the Dominican Republic
  - c. in the middle of a desert
  - d. in the middle of a large city
3. What did the Egyptians invent to help them with planting?
  - a. a tractor
  - b. a calendar
  - c. reeds
  - d. papyrus
4. The largest desert in the world, located in Egypt is called \_\_\_\_\_.
  - a. Mojave Desert
  - b. Atacama Desert
  - c. Sahara Desert
  - d. Nubian Desert
5. What are the Egyptians remembered for?
  - a. art
  - b. government
  - c. pyramids and mummies
  - d. all of the above

**Listening Passage:** Should competitive eating contests be banned?

1. How many eating competitions does Major League Eating host each year?
  - a. fewer than 50
  - b. about 80
  - c. nearly 100
  - d. more than 100
  
2. The passage shows two sides of this debate: Should competitive eating contests be banned? According to the passage, which one of these people is in favor of banning competitive eating contests?
  - a. Joey Chestnut
  - b. Nick Palmer
  - c. Sonya Thomas
  - d. Naveen Mehrotra
  
3. What conclusion can you draw about competitive eating contests after listening to the passage?
  - a. Competitive eating contests will decrease in popularity next year.
  - b. Everyone who participates in the contest has severe health problems.
  - c. People disagree on whether or not the contest should be banned.
  - d. Most people agree that competitive eating contests are fun and exciting.

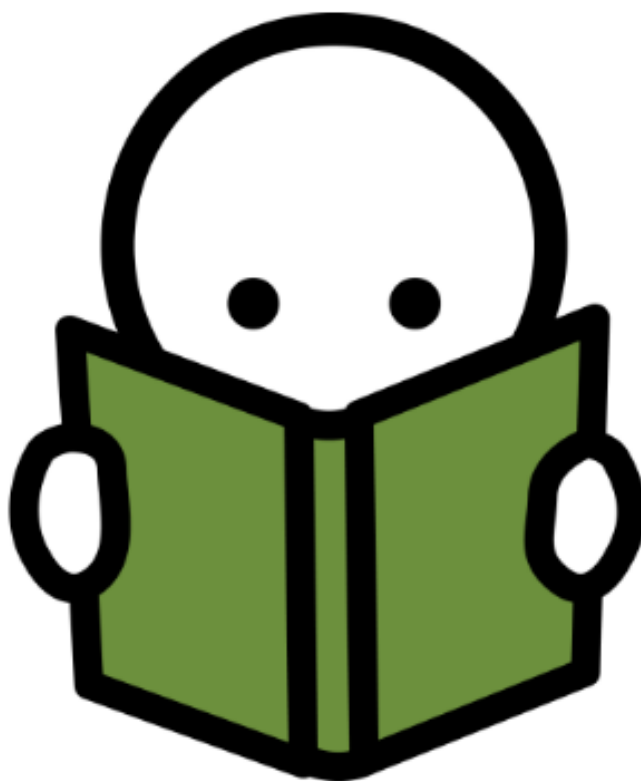
4. Listen to the following sentence from the passage and answer the question.

In this sentence, the word **ruptured** means

- a. burst
  - b. sensitive
  - c. weakened
  - d. shrunk
5. The primary purpose of this passage is to
- a. persuade Nathan's to stop holding their hot dog eating contests.
  - b. explain why competitive eating contests are becoming so popular.
  - c. present both sides of a debate about competitive eating contests.
  - d. describe the intense training that competitive eaters go through.

# Reading

035



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

## **Ancient Egypt: Life along the Nile**

By UShistory.org, adapted by Newsela staff on 03.07.17

Ancient Egyptian civilization lasted for several thousand years. It began about 3,000 B.C. and ended about 30 B.C. That was about 5,000 to 2,000 years ago. Rome conquered Egypt and it became part of the Roman Empire. We know many clues about ancient Egypt. **Archeologists** find them in the sands of the Nile River Valley. Archeologists study ancient objects to learn about the past. The features of a country's geography can influence how its civilization develops. Egypt became a rich and powerful country because of the Nile. It does not take much wisdom to understand why. Archaeologists and historians don't know exactly how Egyptian civilization began. They believe that humans started living along the Nile about 8,000 years ago.

### **Food Source**

In The Desert Egypt was in the middle of a desert, and it was hard for people to find food. Over time, people discovered that the Nile River was a rich food source. Fruit trees grew along its **banks**, and fish swam in its waters. The Egyptians discovered something even more important. The Nile flooded the land for about six months at the same time each year. As the water returned to the river, it left a layer of rich, brown dirt. It was good for growing wheat, beans, barley and cotton. Farmers learned to dig canals from the Nile to their farm fields. These canals gave them fresh water for watering crops all year round.

### **A Calendar Based On the Nile's Flooding**

Egyptians needed to know when to start planting. They developed a calendar based on the flooding of the Nile. The calendar had 365 days divided into 12 months. Each month had 30 days. The five extra days were at the end of the year.

**\*archeologists-** a person who studies human history through excavation

**\*banks-** the land along the side of a river or lake

### **Writing Calendars Down**

Paper wasn't invented yet, so how did the ancient Egyptians make their calendars? Need a clue? Take a swim in the Nile. There are large **reeds** called papyrus. They grow wild along the river. The Egyptians learned how to turn these reeds into a kind of paper. This kind of paper is also called papyrus. In fact, the English word "paper" comes from the ancient Greek word "papyrus." Calendars were one of the first things written on papyrus. Papyrus was used for many other things. They made boats by tying the reeds together in bundles. Baskets, mats, rope and sandals were also made from papyrus.

### **In The Middle Of a Desert**

Even today, the land around the Nile is quite **barren**. Not much grows there. The giant Sahara Desert is west of the Nile. It is the largest desert in the world. From north to south, the Sahara is between 800 and 1,200 miles wide. It stretches over 3,000 miles from east to west. The Sahara is more than 3,500,000 square miles, almost as big as the United States. It's the world's biggest sandbox. There are other deserts east of the Nile, as well. The deserts were good for Egypt in one way. It was very hard for other countries to cross the sands to attack Egypt.

### **Next Came Art, Government and Religion**

The Egyptians learned more about the Nile's floods. They got better at farming. As the years passed, Egyptians discovered that wheat could be baked into bread. They also found out they could make soup out of barley and clothing from cotton. Finding the next meal became less of a worry. Next the Egyptians started thinking about other things, like art, government and religion. These are needed to create a civilization. Eventually, they developed pyramids and mummies and other wonders that ancient Egypt is famous for.

**\*reeds- tall thin plant that grows in water**

**\*barren- a place with few or no plants**



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

1. Which factor influenced how Egypt became a rich and powerful country?
  - a. oil
  - b. gold
  - c. The Nile River
  - d. sand
  
2. What is the main reason why the Egyptians were able to grow crops along the Nile?
  - a. Large reeds grew along the river.
  - b. The river provided a lot of fish.
  - c. The river flooded and left rich dirt.
  - d. There are other deserts east of the river.
  
3. What is the name of the paper that the Egyptians invented?
  - a. reeds
  - b. papyrus
  - c. calendars
  - d. none of the above
  
4. One way that deserts were good for Egypt was\_\_\_\_\_.
  - a. it made it hard for other countries to cross the sand to attack them.
  - b. it was protected by the Nile River.
  - c. it provided dirt for growing wheat, beans, barley and cotton.
  - d. it provided a barren atmosphere for the Egyptians.
  
5. Which of the following are needed to create a civilization?
  - a. food, water and air
  - b. pyramids and mummies
  - c. art, government and religion
  - d. baking bread

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

**A Bigger Pond**  
**By: Readworks 2014**

When Peter's father told him that they were moving to a new town on the other side of the country, Peter felt a mix of things inside him. He was happy for the new adventure but sad to leave his friends behind. He was excited for the new things he would see and learn but scared about what he might forget, or miss, about home. It was hard to say how he felt about it.

"Why are we moving?" Peter asked his mom at dinner the next day, after he came home from school.

"Ask your father," his mother said, looking down at her plate. Peter was surprised at how slowly his mom was eating her food. She was pushing her vegetables from one side of the plate to the other, behaving the way Peter used to when he was a little boy!

Peter's dad **clattered** his knife and fork onto the plate and wiped his mouth slowly with a napkin. "We're moving, Peter, because I got a better job in the new town. That means a better life for all of us."

Peter thought about this. "Better life how? What's wrong with our life now?"

"There's nothing wrong with it," his father said. "But I will make more money at the new job, and that will allow us to have a bigger house, go on more vacations, and buy a second car for your mother to use."

"Vacations like Disney World?" Peter asked.

"Yes! Like Disney World! We'll be living a lot closer to Disney World. We could go there all the time, Peter!"

Peter suddenly had an **urge** to eat all of his vegetables, and his mother's too, since she was taking so long to get to them. Going to Disney World was better than eating dessert every day. What fun they would have!

**\*clattered:** a loud rattling sound

**\*urge:** a desire

Two weeks later, Peter and his parents watched the last pieces of furniture get loaded into the enormous truck. Someone was going to drive the truck all the way to their new address, while Peter and his parents would travel in their own car. When the car was finally packed up, Peter waved **farewell** to his friends on their street for the last time. He promised to keep in touch and to send postcards from the new place, and from Disney World. Then Peter and his parents got in the car and stopped one last time at Peter's favorite spot, the pond, to say goodbye. His mom and dad walked around the pond like they always did. While Peter was looking for fish in the water, he looked up to see some tears stream down his mom's face. After a while, they all got back in the car. And then they were off.

The new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet. His dad left for work before Peter woke up and came home after Peter went to bed, so Peter only saw him on the weekends. Peter's mom stayed quiet. And there was no mention of Disney World for a long time. Peter felt sad.

Then, one Saturday morning, Peter woke up and saw a car missing. Where had his father gone so early in the morning? Peter waited in the driveway until the car returned, his dad's face **beaming** from inside. His father jumped out and waved at Peter.

"Where have you been?" Peter asked.

"Getting you a present for having been such a good boy these past few weeks. Do you remember the pond near where we used to live?"

"Yes," Peter said. "It was my favorite spot."

"Well, I discovered one just like it, only bigger and more beautiful, right here. And you know what? It's crawling with all kinds of fish!"

"So?" Peter said, thinking of Disney World.

"So! You're old enough now to take a shot at some fishing, young man!" Peter's dad pulled a shiny new fishing rod out of the backseat.

**\*farewell:** good bye

**\*beaming:** smiling brightly

"Wow! Really, Dad?" Peter shouted.

"Absolutely! Go tell your mother, and let's go on our first fishing trip!"

Peter rushed into the house and gave his mom a big hug. Peter rushed back outside, and his dad took him to the pond to teach him how to fish. It took a few weeks to get the hang of the fishing rod, but soon Peter was fishing at the pond every week. His mom and dad liked to walk around the new pond just as they had walked around the old one. His mom said it was even more beautiful than the old pond. The new pond was Peter's new favorite spot.

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

1. Where is Peter's family moving?
  - a. to the other side of the country
  - b. Spain
  - c. down the block
  - d. Italy
  
2. Who is the main character of the story?
  - a. Juan
  - b. Peter
  - c. Jessica
  - d. Dad

3. Read these sentences:

"The new town was much larger and more **sprawled out** than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet."

- What does the phrase "**sprawled out**" mean here?
- a. close together
  - b. far apart
  - c. nearby
  - d. smaller than

4. Peter feels a mix of things inside him when his father tells him they are going to move to a new town. Name at least two different things he feels.
- a. excited, but scared
  - b. nervous and anxious
  - c. lucky and playful
  - d. quiet and calm
5. Peter's dad gets a better job in a new town, \_\_\_\_\_ Peter's family moves there. What word or phrase best completes the sentence?
- a. so
  - b. because
  - c. when
  - d. however
6. What was Peter's favorite spot in the story?
- a. the forest
  - b. the beach
  - c. the pond
  - d. his room

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

**DREAMS** by Langston Hughes

1     Hold fast to dreams  
2     For if dreams die  
3     Life is a broken-winged bird  
4     That cannot fly.

5     Hold fast to dreams  
6     For when dreams go  
7     Life is a **barren** field  
8     Frozen with snow.

1. How many lines are in the poem?
  - a. 2
  - b. 8
  - c. 4
  - d. 9
2. How many **stanzas** are in the poem?
  - a. 2
  - b. 4
  - c. 8
  - d. 9
3. Which words rhyme in the poem?
  - a. dreams, field
  - b. bird, fly
  - c. life, life
  - d. go, snow

**\*barren-** empty, dry area

**\*stanza-** a group of lines in a poem or verse

4. The author uses repetition in the poem to make the reader understand the central idea. Where do you see repetition being used in the poem?
  - a. For when dreams die, for when dreams go
  - b. Hold fast to dreams in both stanzas one and two
  - c. Life is a broken-winged bird, life is a barren field
  - d. That cannot fly, Frozen with snow
  
5. The line "Life is a broken-winged bird" is an example of
  - a. simile
  - b. repetition
  - c. central idea
  - d. metaphor
  
6. Which best describes a central idea for the poem?
  - a. People are like birds.
  - b. Birds are beautiful when they fly.
  - c. Your dreams should always be part of you.
  - d. Dreams are special.

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

"A Poison Tree"

by William Blake

- |    |  |
|----|--|
| 1  | I was angry with my friend:                |
| 2  | I told my <u>wrath</u> , my wrath did end. |
| 3  | I was angry with my foe;                   |
| 4  | I told it not, my wrath did grow.          |
| 5  | And I water'd it in fears,                 |
| 6  | Night & morning with my tears;             |
| 7  | And I sunned it with my smiles,            |
| 8  | And with soft deceitful wiles.             |
| 9  | And <u>it</u> grew both day and night,     |
| 10 | Till it bore an apple bright;              |
| 11 | And my foe beheld it shine,                |
| 12 | And he knew that it was mine,              |
| 13 | And into my garden stole                   |
| 14 | When the night had veil'd the pole:        |
| 15 | In the morning glad I see                  |
| 16 | My foe outstretched beneath the tree.      |



1. The word "wrath" means
  - a. anger.
  - b. foe.
  - c. friend.
  - d. apple.
  
2. The main idea of the first stanza is that
  - a. the author told his friend he was angry.
  - b. the author is angry with his friend.
  - c. the author was not angry with his enemy.
  - d. the author did not tell his enemy he was angry and he became more angry.
  
3. In line 9 "And it grew both day and night", "it" refers to
  - a. night.
  - b. tears.
  - c. wrath.
  - d. smiles.
  
4. What literary technique is used in lines 9-10 "And it grew both day and night, till it bore an apple bright."?
  - a. onomatopoeia
  - b. simile
  - c. personification
  - d. metaphor
  
5. The main idea of this poem is
  - a. not to steal other people's apples.
  - b. not to allow your anger to get out of control.
  - c. not to go into other people's gardens at night.
  - d. not to stretch out beneath other people's trees.

# Writing

## 035



<p style="text-align: center;"><b><u>Stating An Opinion</u></b></p> <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>	<p style="text-align: center;"><b><u>Providing Textual Evidence</u></b></p> <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>
<p style="text-align: center;"><b><u>Providing Reasons</u></b></p> <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>	<p style="text-align: center;"><b><u>Providing Examples/Details</u></b></p> <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>
<p style="text-align: center;"><b><u>Coming to a Conclusion</u></b></p> <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>	<p style="text-align: center;"><b><u>Comparing Two Things</u></b></p> <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>
<p style="text-align: center;"><b><u>Adding Information</u></b></p> <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>	<p style="text-align: center;"><b><u>Contrasting Two Things</u></b></p> <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>

## Ancient Egypt: Life along the Nile

By UShistory.org, adapted by Newsela staff on 03.07.17

Ancient Egyptian civilization lasted for several thousand years. It began about 3,000 B.C. and ended about 30 B.C. That was about 5,000 to 2,000 years ago. Rome conquered Egypt and it became part of the Roman Empire. We know many clues about ancient Egypt. **Archeologists** find them in the sands of the Nile River Valley. Archeologists study ancient objects to learn about the past. The features of a country's geography can influence how its civilization develops. Egypt became a rich and powerful country because of the Nile. It does not take much wisdom to understand why. Archaeologists and historians don't know exactly how Egyptian civilization began. They believe that humans started living along the Nile about 8,000 years ago.

### Food Source

In The Desert Egypt was in the middle of a desert, and it was hard for people to find food. Over time, people discovered that the Nile River was a rich food source. Fruit trees grew along its **banks**, and fish swam in its waters. The Egyptians discovered something even more important. The Nile flooded the land for about six months at the same time each year. As the water returned to the river, it left a layer of rich, brown dirt. It was good for growing wheat, beans, barley and cotton. Farmers learned to dig canals from the Nile to their farm fields. These canals gave them fresh water for watering crops all year round.

### A Calendar Based On the Nile's Flooding

Egyptians needed to know when to start planting. They developed a calendar based on the flooding of the Nile. The calendar had 365 days divided into 12 months. Each month had 30 days. The five extra days were at the end of the year.

**\*archeologists-** a person who studies human history through excavation

**\*banks-** the land along the side of a river or lake

### **Writing Calendars Down**

Paper wasn't invented yet, so how did the ancient Egyptians make their calendars? Need a clue? Take a swim in the Nile. There are large **reeds** called papyrus. They grow wild along the river. The Egyptians learned how to turn these reeds into a kind of paper. This kind of paper is also called papyrus. In fact, the English word "paper" comes from the ancient Greek word "papyrus." Calendars were one of the first things written on papyrus. Papyrus was used for many other things. They made boats by tying the reeds together in bundles. Baskets, mats, rope and sandals were also made from papyrus.

### **In The Middle Of a Desert**

Even today, the land around the Nile is quite **barren**. Not much grows there. The giant Sahara Desert is west of the Nile. It is the largest desert in the world. From north to south, the Sahara is between 800 and 1,200 miles wide. It stretches over 3,000 miles from east to west. The Sahara is more than 3,500,000 square miles, almost as big as the United States. It's the world's biggest sandbox. There are other deserts east of the Nile, as well. The deserts were good for Egypt in one way. It was very hard for other countries to cross the sands to attack Egypt.

### **Next Came Art, Government and Religion**

The Egyptians learned more about the Nile's floods. They got better at farming. As the years passed, Egyptians discovered that wheat could be baked into bread. They also found out they could make soup out of barley and clothing from cotton. Finding the next meal became less of a worry. Next the Egyptians started thinking about other things, like art, government and religion. These are needed to create a civilization. Eventually, they developed pyramids and mummies and other wonders that ancient Egypt is famous for.

**\*reeds-** tall thin plant that grows in water

**\*barren-** a place with few or no plants

### **Level 3 – Extended Constructive Response**

**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 article about Egypt. This article explains how life was like in Egypt along the Nile River. What were some of the advantages and disadvantages, for the Egyptians, living along the Nile River? Write two paragraphs explaining both the advantages and disadvantages of living near the Nile River. In your response, be sure to use details from both the text and your own life to support your argument.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

Planning Page

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**Checklist:**

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

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## **Fidget toys are all the rage among kids, even those without ADHD and autism**

By Chicago Tribune, adapted by Newsela, 5/11/17

CHICAGO, Illinois — Fidgets are the must-have toy for students. These handheld toys spin and move with the push of a button. Students will not stop playing with them at school and even during class.

Experts say that the spinning toy is more than just a toy. It can also be used as a therapy tool. Supporters of its use call it fidget therapy. It works by keeping a student's hands busy and helps them concentrate better and for longer. There are some teachers who do not find the toys useful in classrooms. They see them as distracting toys instead of useful tools. As a result, many schools are banning fidgets from classrooms.

Coming in many bright colors and types, fidgets can be bought almost anywhere. The most popular type is a three-pronged plastic and metal device with a ball in the center. Pushing the ball at the center spins the fidget. Buying one will cost anywhere between \$20 to just a few dollars at a local convenience store.

### **Helping Students Concentrate Better**

Supporters of fidget therapy say it helps students with ADHD and autism. Students with ADHD find it difficult to sit or concentrate. Students with autism also sometimes have trouble focusing in class. Using a fidget helps these students concentrate and focus better.

Kate Ellison is a principal at Washington Elementary in Evanston, Illinois, who does not like fidgets. Instead of helping students concentrate they are distracting them, she says.

"Kids are trading them or spinning them instead of writing," Ellison said.

## An Overnight Sensation

The sudden popularity of fidgets took Ellison and other teachers by surprise. She said that it almost "happened overnight" and before they knew it, students had multiple fidgets.

Teachers at the elementary school recently **banned** the toys. Ellison wrote a letter to parents. The letter explained how the toys are a distraction and in some cases, they even can cause problems among students.

"They're treating them like they would treat a toy," she said. "So we can't have them in class or at recess."

Ellison says she understands the therapy benefits of fidgets, and her school offers similar therapy tools. Instead of using a fidget, students can squeeze a ball, pull a rubber band or stick and unstick a piece of **velcro**.

## Some Schools Are Banning Fidgets

Other schools are banning fidgets, too. News reports of other schools banning fidgets are going around on social media, such as Facebook and Twitter. Not all schools are banning fidgets from all students, though. Some special-needs students are still able to use them as a therapy tool.

Some parents approve of the ban, like Janelle Feylo. She lives in Downers Grove, Illinois, with her son. His school, Prairieview, recently banned fidgets. Still, the ban did not stop the fourth-grader from using one. He brought home a homemade fidget that his friend gave him. Eventually, Feylo took it away from him.

"I don't think he needs it," she said. "I don't want him to get in trouble."

Occupational therapists are experts on students with special needs. They think fidgets are a therapy tool that works.

Sandra Schefkind works at the American Occupational Therapy Association. People naturally fidget, she says. Tapping a foot, hair twirling or even getting up to sharpen a pencil are all examples of students fidgeting. Instead of fidgeting, a student can use the fidget tool. This helps them focus on the task at hand.

**\*banned:** not permitted

**\*velcro:** two pieces of fabric that stick together

### **Therapists Are In Favor Of Them**

Students need to take breaks to help concentrate better. "It's the same reason why recess helps," said Kristie Koenig. She does research about occupational therapy at New York University.

Stretching exercises and water breaks are used in schools, too. All of these practices help students focus and learn.

Fidget therapy has been around for a while. The sudden popularity among students as a toy is new. The reasons it is popular right now may be because of social media. More and more classrooms are also being more inclusive of students with special needs.

Koenig does not think banning fidgets is a good idea. She says all students can benefit from using the tools. She does warn that using the therapy fidgets as a toy will not help students focus in class.

"We don't want kids to use them as toys to distract," she said.

### **Level 3 – Extended Constructive Response**

**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 article about fidget spinners. This article explores how some people feel fidget spinners are helpful and how some people feel that fidget spinners are distracting. You should understand that there are two sides to every argument. Which side of the argument do you support? Do you understand the counterclaim? Why do you feel this way? Write two paragraphs explaining what side of the argument you support. In your response, be sure to use details from both the text and your own life to support your argument.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

Planning Page

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## ISSUE OVERVIEW: IMMIGRATION REFORM

Bloomberg, Adapted by Newsela

About 11 million undocumented immigrants live in the United States. They came into the country without permission or stayed longer than they were supposed to. What should be done about them? Democrats and Republicans, the main political groups in America, do not agree on an answer. Most Americans think that immigrants should be able to stay in the country. But there are disagreements about what they should have to do to become citizens.

### The Situation

In November, Republican Donald Trump was elected President. Trump made cracking down on illegal immigration a central part of his campaign. He **pledged** to build a giant wall between the U.S. and Mexico. He promised to round up and deport any immigrants who had broken the law.

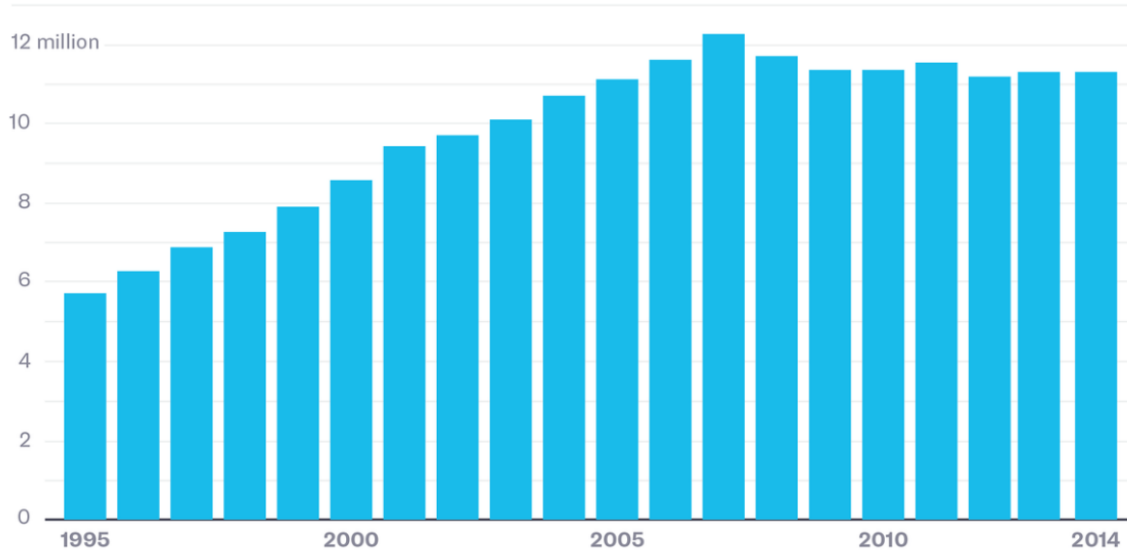
Trump has also said he will put a stop to President Barack Obama's executive orders, which aimed to protect millions of immigrants. President Obama announced his plan in 2014. It would prevent the deportation of about 4 million people, allowing them to stay and work in the United States. Texas and 25 other states challenged the plan and asked a judge to put a stop to it. Two different courts sided with the states. They ruled that President Obama did not have the power to make his plan a law. Only Congress could do that.

In June, the case was brought to the U.S. Supreme Court, the highest court in the country. There are supposed to be nine justices on this court, but at the time there were only eight because Justice Antonin Scalia died earlier in the year. The result was a 4-4 tie. The tie meant that the two earlier rulings would be enforced, and President Obama's plan could not take effect.

**\*pledge: to make a promise**

## Population Levels Off

Estimated unauthorized immigrant population in the U.S.



## The Background

Ronald Reagan was the last president to get Congress to pass immigration **reform**. That was in 1986. President George W. Bush also pushed for a law, but it failed to pass Congress in 2007. In the 2012 presidential election, Republicans said they wanted to send undocumented immigrants out of the United States. The party's candidate for president, Mitt Romney, said they should not be allowed to become citizens. That November, about 7 out of 10 Hispanics voted for Obama.

After the election, Republican leaders said the party had to change its thinking on immigration. If it did not, it would lose even more supporters.

In 2013, an immigration **reform** bill was passed by the Senate, one part of Congress. It was similar to Bush's bill from 2007. Both Democrats and Republicans supported it. However, surveys showed that many Republican voters did not want the bill to pass. Specifically, they did not want to give undocumented immigrants a way to become citizens. So the House of Representatives, which was controlled by the Republicans, refused to vote on the bill. The House is the other part of Congress.

**\*reform: to make a change to improve a social or political situation**



## **The Argument**

Most Democrats agree on immigration. But Republicans are split. Some Republicans think it is most important to make it harder for people to cross into the United States without permission.

Other Republicans do not want undocumented immigrants to become citizens. They think that if these people are given the right to vote in elections, they will vote for Democrats.

Some Republicans liked the Senate bill from 2013. Parts of this bill were supported by business owners. There are also Republicans who want to give undocumented immigrants a chance to live in the country legally, but without becoming citizens. Paul Ryan, the House speaker, agrees with this idea.

Some Republicans are still worried. They think that continuing to fight immigration will cause them to lose more Hispanic voters.

### **Level 3 – Extended Constructed Response**

**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 article about immigration reform. According to the article Republicans and Democrats feel differently about immigration reform. In a two paragraph extended response, contrast the differences in attitudes between Republicans and Democrats. Use details from the article to support your response.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or draw a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

#### **Planning Page**

Republicans and Democrats feel differently about immigration reform. On the lines provided below, write a two paragraph response contrasting the differences in attitudes between Republicans and Democrats. Use details from the article to support your response.

## Checklist:

- ☐ Write about the topic.
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## **SCIENTISTS FIND AMERICANS EAT TOO MUCH EXTRA SUGAR IN ULTRA PROCESSED FOOD** Newsela, 2017

Scientists have released a new study of America's eating habits. The study shows that one kind of food is making people unhealthy.

The problem is ultra-processed foods, the scientists say.

### **Added Flavors, Colors, Sweeteners**

Ultra-processed foods contain added flavors, colors and sweeteners to make them look and taste better. The additives give the food a familiar color. They hide unpleasant tastes. They make something tasteless seem tastier.

Many breakfast cereals and sodas are ultra-processed foods. So too are many kinds of bread, cookies, cakes and potato chips.

Ultra-processed foods are a big part of what Americans eat every day, the new study says. They make up almost six-tenths of all the calories Americans take in.

### **Wrong Kind of Calories**

The human body need calories. They give people strength and keep them going. However, getting too many calories or the wrong kind of calories can be a problem. People can become overweight and unhealthy.

Ultra-processed foods are very high in added sugar. Large amounts of sugar are not good for us.

Doctors say no more than one-tenth of the calories people take in should be added sugars. However, most people are not listening. More than seven in 10 Americans take in more added sugar than that.

## **Added Sugar = Added Weight**

All that added sugar makes people more likely to be overweight. In turn, being overweight can lead to serious health problems. Too much sugar can also damage our teeth.

The scientists behind the new study wanted to find out how much ultra-processed food Americans are eating. They looked at information on American eating habits. The information was gathered by the government some years ago.

In 2009 and 2010, more than 9,000 people were questioned about their eating habits. They were asked to list every single thing they had eaten in the past 24 hours. More than 280,000 kinds of food were named.

## **Cakes, Cookies, Chips**

The people questioned took in 2,070 calories a day, on average. Somewhat more than a quarter of those calories came from unprocessed foods. Eggs, vegetables and fish are all examples of unprocessed foods.

Around one-tenth came from processed foods. Processed food have some additives. They do not have as many as ultra-processed foods do, though. Cheese, canned vegetables and bacon are a few examples of processed foods.

However, most of the calories people took in came from ultra-processed foods. Nearly 3 in every 5 calories were from such foods. Breads, cakes, cookies, pies and chips were the most popular ultra-processed foods.

## **Too Much Extra Sugar**

Overall, around one-seventh of all calories came from added sugars. Most of that sugar came from the ultra-processed foods.

Unprocessed foods have no added sugars at all. Processed foods have a small amount.

Ultra-processed foods have a large amount of sugar. On average, more than a fifth of their calories come from added sugars. They have more than 10 times as much added sugar as processed food.

## **Eat Healthier, America!**

Not surprisingly, those who ate more ultra-processed food took in more sugar. Those who ate it the most took in a great deal of sugar. They took in more than two and a half times as much as those who ate it the least.

The message of their study is clear, the scientists said.

If Americans want to cut down on sugar, they will have to change their eating habits. They will have to cut way back on ultra-processed foods.

**Directions:** Read the passage again. Then you will be asked to write at least two paragraphs based on the passage.

### **Level 3 – Extended Constructed Response**

The article explains that Americans eat too much processed and ultra-processed foods and that these foods are making people very unhealthy. Do you think that processed and ultra-processed foods are unhealthy? Why do you feel this way? What is the counterargument to your opinion? Write a two paragraph argument telling if you feel Americans eat too much processed and ultra-processed foods. Use evidence from the text and evidence from your own life to support your argument.

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#### **Planning Page**



This article explains that Americans are eating too many processed and ultra-processed foods and that these foods are making Americans unhealthy. On the lines provided below, write a two paragraph argument explaining if you think that processed and ultra-processed foods are unhealthy. Be sure to include a counterargument in your writing. Use evidence from the text and evidence from your own life to support your argument.

## Checklist:

- ☐ Write about the topic
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- ☐ Include a counterargument
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**A Bigger Pond**  
**By: Readworks 2014**

When Peter's father told him that they were moving to a new town on the other side of the country, Peter felt a mix of things inside him. He was happy for the new adventure but sad to leave his friends behind. He was excited for the new things he would see and learn but scared about what he might forget, or miss, about home. It was hard to say how he felt about it.

"Why are we moving?" Peter asked his mom at dinner the next day, after he came home from school.

"Ask your father," his mother said, looking down at her plate. Peter was surprised at how slowly his mom was eating her food. She was pushing her vegetables from one side of the plate to the other, behaving the way Peter used to when he was a little boy!

Peter's dad **clattered** his knife and fork onto the plate and wiped his mouth slowly with a napkin. "We're moving, Peter, because I got a better job in the new town. That means a better life for all of us."

Peter thought about this. "Better life how? What's wrong with our life now?"

"There's nothing wrong with it," his father said. "But I will make more money at the new job, and that will allow us to have a bigger house, go on more vacations, and buy a second car for your mother to use."

"Vacations like Disney World?" Peter asked.

"Yes! Like Disney World! We'll be living a lot closer to Disney World. We could go there all the time, Peter!"

**\*clattered:** a loud rattling sound

Peter suddenly had an **urge** to eat all of his vegetables, and his mother's too, since she was taking so long to get to them. Going to Disney World was better than eating dessert every day. What fun they would have!

Two weeks later, Peter and his parents watched the last pieces of furniture get loaded into the enormous truck. Someone was going to drive the truck all the way to their new address, while Peter and his parents would travel in their own car. When the car was finally packed up, Peter waved **farewell** to his friends on their street for the last time. He promised to keep in touch and to send postcards from the new place, and from Disney World. Then Peter and his parents got in the car and stopped one last time at Peter's favorite spot, the pond, to say goodbye. His mom and dad walked around the pond like they always did. While Peter was looking for fish in the water, he looked up to see some tears stream down his mom's face. After a while, they all got back in the car. And then they were off.

The new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet. His dad left for work before Peter woke up and came home after Peter went to bed, so Peter only saw him on the weekends. Peter's mom stayed quiet. And there was no mention of Disney World for a long time. Peter felt sad.

Then, one Saturday morning, Peter woke up and saw a car missing. Where had his father gone so early in the morning? Peter waited in the driveway until the car returned, his dad's face **beaming** from inside. His father jumped out and waved at Peter.

"Where have you been?" Peter asked.

\* **urge**: a desire

\***farewell**: good bye

\***beaming**: smiling brightly

"Getting you a present for having been such a good boy these past few weeks. Do you remember the pond near where we used to live?"

"Yes," Peter said. "It was my favorite spot."

"Well, I discovered one just like it, only bigger and more beautiful, right here. And you know what? It's crawling with all kinds of fish!"

"So?" Peter said, thinking of Disney World.

"So! You're old enough now to take a shot at some fishing, young man!" Peter's dad pulled a shiny new fishing rod out of the backseat.

"Wow! Really, Dad?" Peter shouted.

"Absolutely! Go tell your mother, and let's go on our first fishing trip!"

Peter rushed into the house and gave his mom a big hug. Peter rushed back outside, and his dad took him to the pond to teach him how to fish. It took a few weeks to get the hang of the fishing rod, but soon Peter was fishing at the pond every week. His mom and dad liked to walk around the new pond just as they had walked around the old one. His mom said it was even more beautiful than the old pond. The new pond was Peter's new favorite spot.

### **Level 3 – Short Constructive Response**

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

Moving to a new place may be hard, but it can also be a good way to find new things to enjoy. Do you believe moving, for Peter, was a positive experience or a negative experience? Use details from the story to argue whether or not it was a positive or negative experience.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the story, create an outline, or a graphic organizer. Your writing on this page will not count in your final score. You will write your final one paragraph response on the next page.**

Planning Page

This story explores how Peter felt about his move. You should understand that there are two sides to every argument. Do you believe that Peter's move was a positive or negative experience? Why do you feel this way? Write one paragraph explaining what side of the argument you support. In your response, be sure to use details from both the story and your own life to support your argument.

## Checklist:

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## DREAMS by Langston Hughes



1     Hold fast to dreams  
2     For if dreams die  
3     Life is a broken-winged bird  
4     That cannot fly.

5     Hold fast to dreams  
6     For when dreams go  
7     Life is a **barren** field  
8     Frozen with snow.

**\*barren**- empty, dry area

**\*stanza**- a group of lines in a poem or verse

### **Level 3 – Extended Constructed Response**

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

**Now read the directions below.**

Poets use a central idea to relay a message or theme to the reader. Think about what you read in “Dreams” by Langston Hughes. Write a two paragraph response to the poem identifying **one** central idea in the poem and identifying the author’s use of **one** literary element used to explain this central idea. Be sure to use specific examples from the poem to explain both the central idea and the author’s use of one literary element.

**Plan your writing. Use the space below to organize your ideas about what to write. You can take notes from the passage, create an outline, or make a graphic organizer. Your writing on this page will not count in your final score. You will write your final two paragraph response on the next page.**

**Planning Page**

On the lines below, write a two paragraph response to the poem analyzing the central idea of the poem and how one literary element conveys the central idea. You should use details from the poem to explain a central idea and specific details from the poem to analyze how the author uses one literary element to convey this central idea.

## Checklist:

- ☐ Identify a central idea in the poem
- ☐ Analyze how the author uses one literary element to convey his central idea
- ☐ Use specific examples from the poem as evidence to support your analysis
- ☐ Organize your writing into an introduction, body, and a conclusion
- ☐ Use correct grammar, punctuation, and spelling

[illegible]

[illegible]