



NYSESLAT Practice



Student Workbook

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Speaking



Teachers: Please review the rubric on the following page with students before beginning the speaking section.



Grades K–12 Speaking Rubric



2018 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"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible 	<ul style="list-style-type: none"> Uses multiple words, short phrases, or sentences to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	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"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond May use multiple sentences Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning
Expanding	<ul style="list-style-type: none"> Responds with "yes," "no," or "I don't know" Uses at most multiple words to respond Does not express complete thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond May use limited expanded sentences Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning
Commanding	<ul style="list-style-type: none"> Responds with "yes," "no," or "I don't know" Uses at most connected phrases or a simple sentence to respond May express complete thoughts and ideas Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> Uses connected expanded sentences Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic No errors or infrequent errors that do not obscure meaning



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Entering



Introduction

Here is a picture of the playground. The kids are having fun. I see a girl going down the slide. (point to girl on slide)

Question

Now tell me what you see.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4
GC.A3.ToM.S1-2.3

Speaking: Entering



Introduction

This is a picture of a family having a picnic. I see a watermelon.

Question

Now tell me what else you see in the picture.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Entering



Introduction

This is Emma (point to the girl). She likes to play outside in the winter. She is wearing mittens and boots.

Question

Tell me about Emma.

Optional Rephrasing

I see a girl. (Point to girl) What do you see?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Entering



Introduction

This is Michael. (point to one of the boys). His favorite season is winter.

Question

Tell me what the boys are doing.

Optional Rephrasing

I see a boy. (Point to boy) What do you see?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Entering



Introduction

This is Angel. (point to the boy). In the fall, Angel helps his mom rake the leaves.

Question

Tell me what the boy is doing.

Optional Rephrasing

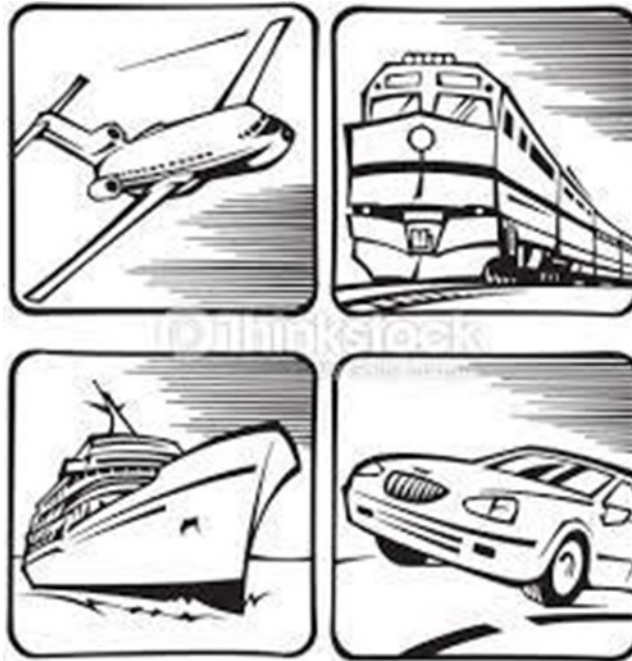
I see a boy. (Point to boy) What do you see?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A3.ToM.S1-2.3

Speaking: Emerging



Introduction

People use different types of transportation to get from one place to another. They use airplanes, trains, boats, and cars. I like to travel by airplane because it is faster.

Question

What kind of transportation do you like to travel with and why?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4
GC.A3.ToM.S1-2.3

Speaking: Emerging



Introduction

Maria likes Math. It is her favorite subject. She is learning subtraction.

I like Science.

Question

What do you like to learn in school?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A3.ToM.S1-2.3

Speaking: Emerging



Introduction

This is Jimmy. Jimmy likes to do different things at the beach. I see Jimmy picking up sea shells.

Question

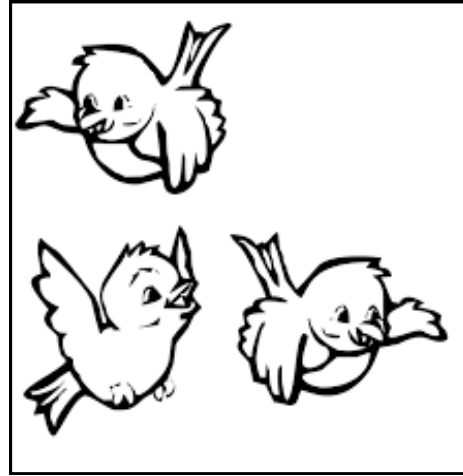
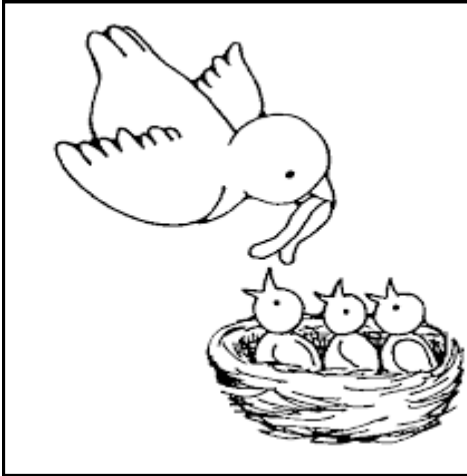
What else does Jimmy do?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A3.ToM.S1-2.3

Speaking: Emerging



Introduction

Look at the two pictures. I see birds.

Question

Tell me about what the birds are doing in the pictures.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A3.ToM.S1-2.3

Speaking: Emerging



Introduction

Here are some friends on a camping trip. A girl is roasting marshmallows (point to the girl) and a boy is cooking a hot dog (point to the boy).

Question

Tell me about what the friends are doing.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Transitioning



Picture 1



Picture 2

Introduction

A long time ago people used phones that looked like Picture 1. Now people use phones that look like Picture 2.

Question

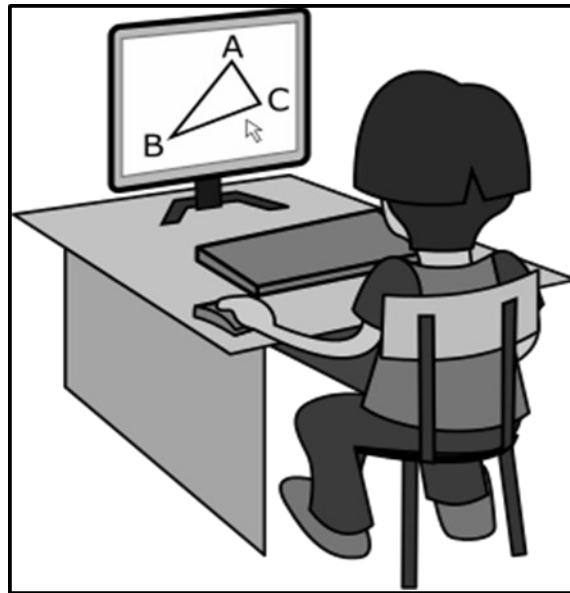
How are the phones different in Picture 1 and Picture 2?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Transitioning



Introduction

This is Bob. He is on the computer at school. Bob is practicing Math.

Question

Now tell me some other things you can do on a computer.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Transitioning



Introduction

This is Abigail. Today she is going to plant some seeds. Right now, she is looking at the carrots that are growing in her garden. She is happy because they are getting bigger.

Question

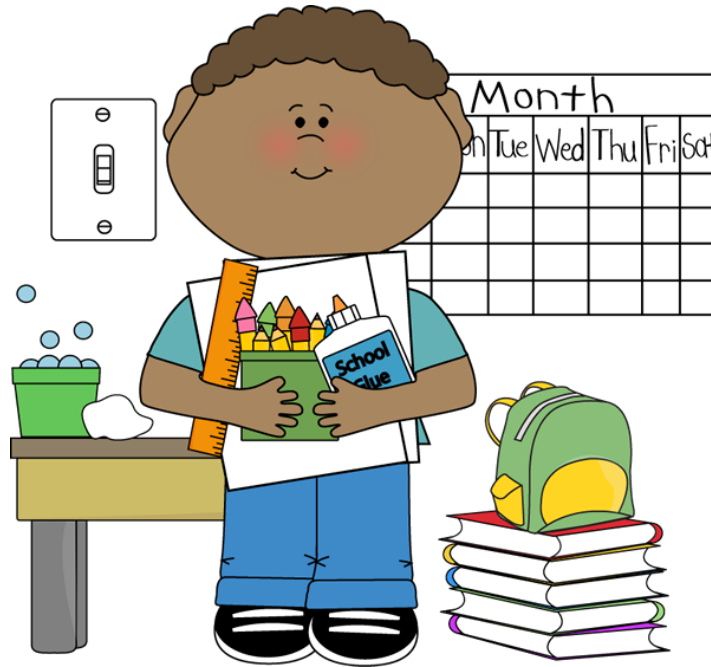
Tell me about Abigail and her garden.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Transitioning



Introduction

Everyone has a job in Jason's class. Sometimes he is in charge of the calendar, sometimes his job is to turn the lights on or off. Today his job is to pass out the papers, glue and crayons to all the students.

Question

Tell me about some of the jobs in Jason's class.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4

GC.A2.ToM.S1-2.2

Speaking: Transitioning



Introduction

Today, Millie and Robert are learning about planet Earth. On maps and globes, the water looks blue and the land looks green. They learned that there are 7 continents and 5 oceans.

Question

Tell me what Millie and Robert are learning about today.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5
GC.A1.ToM.S1-2.1

Speaking: Expanding



Introduction

This is Anna. Anna is a new student in your classroom. She is nervous about her first day in school.

Question

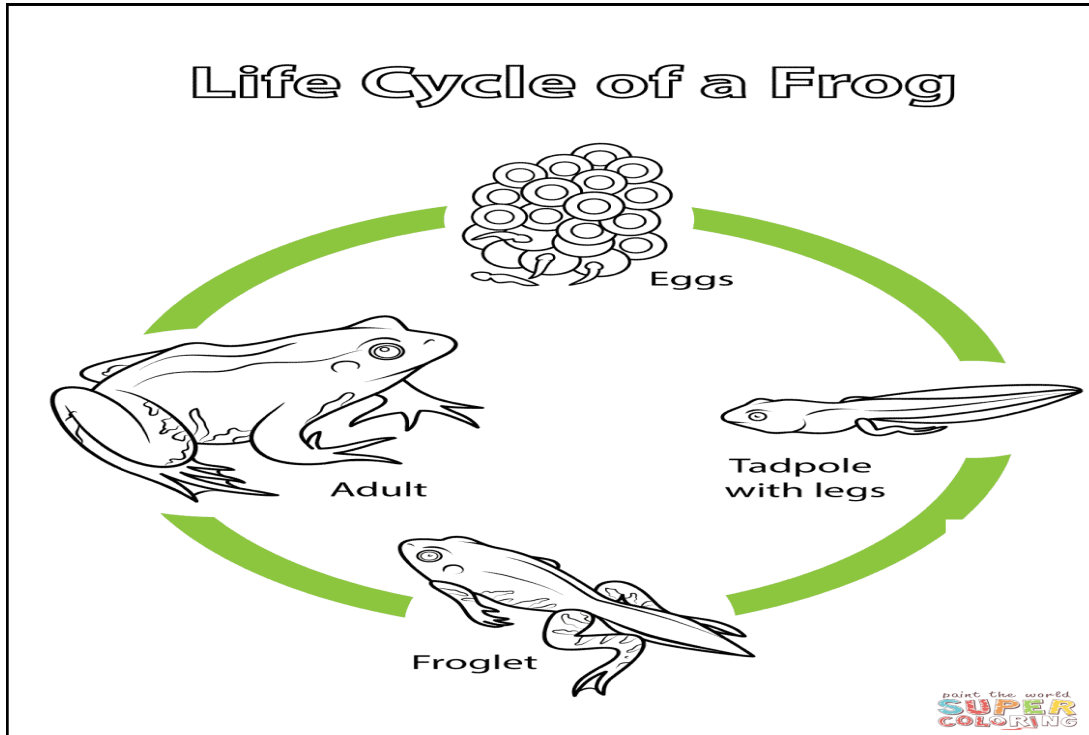
What are some things you can say to Anna to make her feel better?



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A1.ToM.S1-2.1

Speaking: Expanding



Introduction

This picture shows the life cycle of a frog. They start as eggs, then they turn into tadpoles with legs. Soon after, they turn into froglets. Last, they become adult frogs.

Question

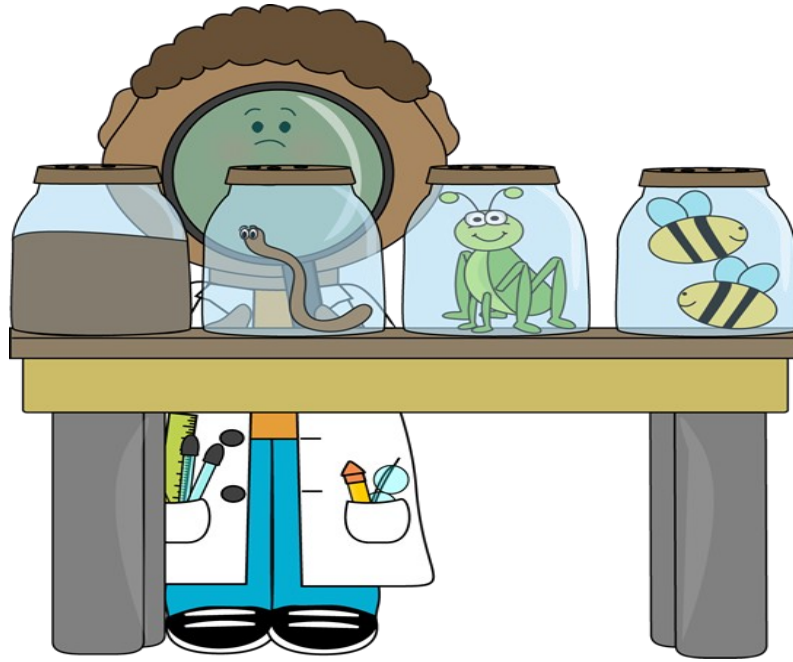
Tell me how the frog grows during its life cycle.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A1.ToM.S1-2.1

Speaking: Expanding



Introduction

Paul enjoys looking at insects. Today he is looking at a worm, a grasshopper and some bees. He knows that they all move differently. Some wiggle, some hop, and some fly.

Question

Tell me how the insects are different.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A1.ToM.S1-2.1

Speaking: Expanding



Jungle



Desert



Farm



Ocean

Introduction

Animals live in different habitats. Habitats are places where animals live. Animals can live in a jungle with lots of trees, a desert with hot dry land, a farm where a farmer helps take care of the animals, or an ocean with water.

Question

Tell me about an animal and where it lives.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A1.ToM.S1-2.1

Speaking: Expanding

5 SENSES



Introduction

People learn about the world around them using their five senses. The five senses are sight, touch, smell, hearing, and taste. Pretend you are in a grocery store.

Question

Tell me how you can use your senses in the grocery store.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A2.ToM.S1-2.2

Speaking: Commanding



Introduction

Mrs. Smith is sitting with a group of students. Mrs. Smith is helping the students read a book about farm animals. She is showing them how to sound out words that are tricky.

Question

Now tell me some ways your teacher helps children learn to read.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A3.ToM.S1-2.3

Speaking: Commanding



Introduction

It is very important to visit the dentist. A dentist cleans and flosses your teeth and checks for cavities. People should visit the dentist twice a year to keep their teeth healthy and strong.

Question

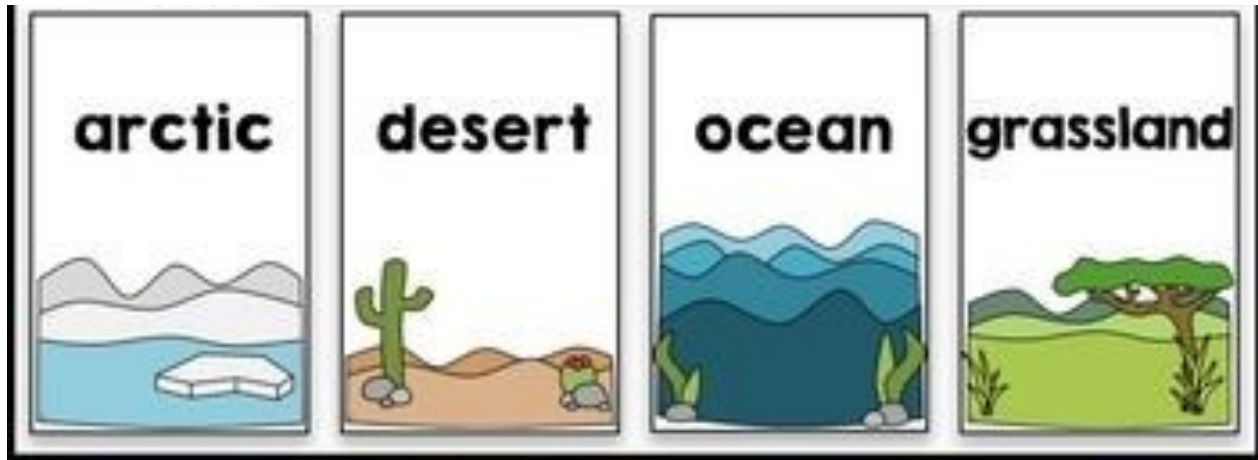
Now tell me some other things you might do to keep your teeth healthy.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A2.ToM.S1-2.2

Speaking: Commanding



Introduction

Animals live in different habitats. Habitats are places where animals live. Animals can live in each of these habitats: the arctic, the desert, the ocean, or the grassland.

Question

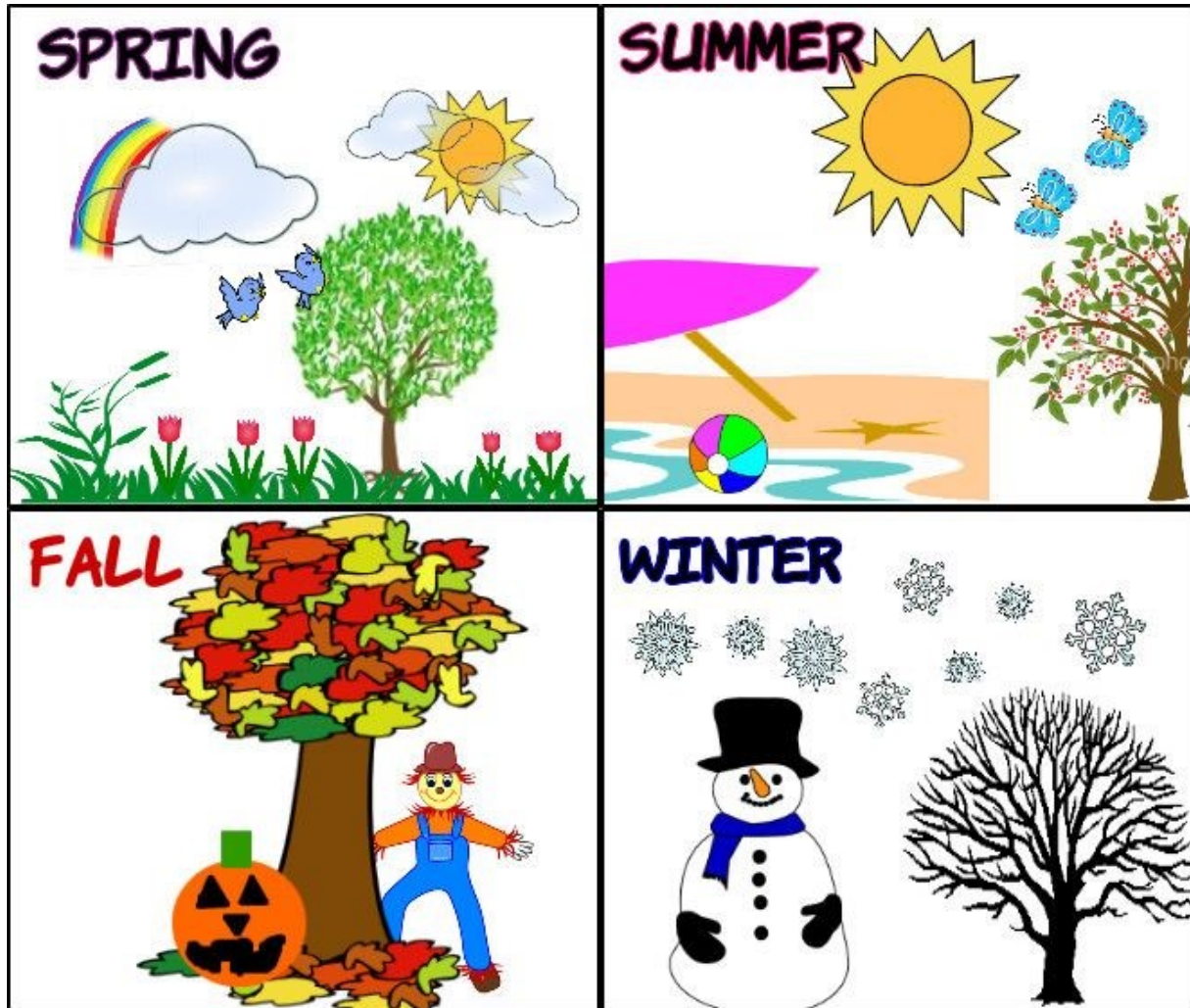
Tell me about some animals you know and where they live.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A2.ToM.S1-2.2

Speaking: Commanding



Introduction

During the year, we can see the seasons change. Winter weather is very different from summer weather.

Question

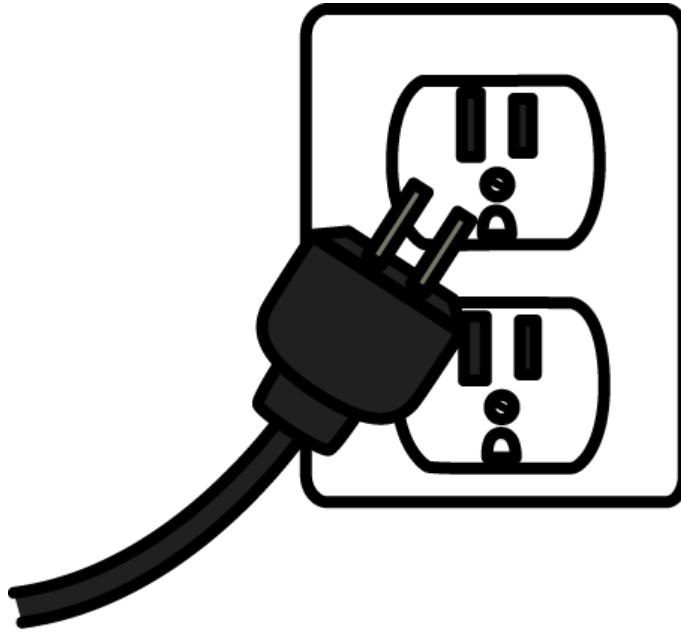
Tell me something you know about the four seasons.



CCSS.ELA-LITERACY.SL.1.2, SL.1.3, SL.1.4, SL.1.5

GC.A2.ToM.S1-2.2

Speaking: Commanding



Introduction

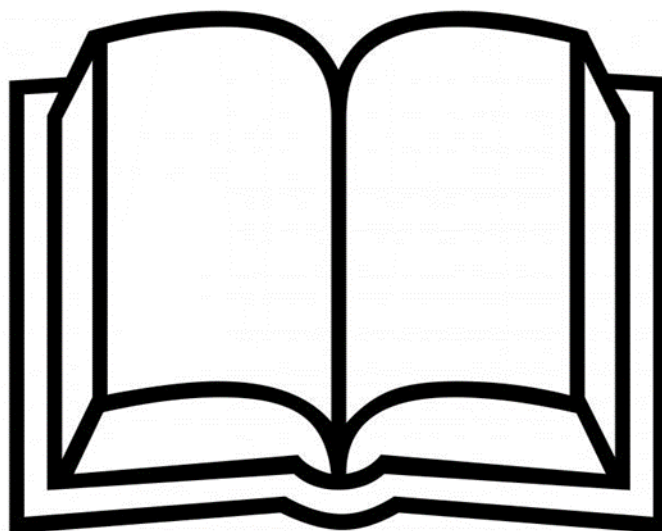
Every day, we use things that use electricity. We need electricity at home and at school.

Question

Tell me about some things that use electricity at home and at school.



Reading





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10
GC2.A5.ToM.R.1-2.5, GC1.A2.ToM.R.1-2.2

Directions: Read the passage **A Shell Is Great for Protection**. Then answer the questions below using evidence from the text.

A Shell Is Great for Protection



All turtles have shells. Most turtles have hard shells. Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails, too.

Shells come in many different shapes. Some shells are tall and round. Other shells are flat.

What is special about a turtle's shell? A turtle cannot leave its shell. The shell is attached to the turtle. It is a permanent part of its body.

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Reading: CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10
GC2.A5.ToM.R.1-2.5, GC1.A2.ToM.R.1-2.2

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

1. According to the passage, what do **all** turtles have?

- ☐ A a hard shell
- ☐ B a shell
- ☐ C six legs
- ☐ D green bodies

2. How does this passage describe turtle shells?

- ☐ A soft and squishy
- ☐ B green and brown
- ☐ C tall and round or flat
- ☐ D circular

3. What does the word **they** mean in the passage?

- ☐ A shells
- ☐ B legs
- ☐ C tails
- ☐ D turtles





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10
GC1.A1.ToM.R.1-2.1, GC1.A3.ToM.R.1-2.3

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

4. Which sentence tells what the passage is mostly about?

- ☐ A Turtles' shells look different from one another.
- ☐ B Turtles have legs, heads, and tails.
- ☐ C Turtles' shells protect the turtles.
- ☐ D Turtles' shells are permanent.

5. According to the passage, the turtle's shell is "a **permanent** part of its body."

What does the word **permanent** mean?

- ☐ A sometimes attached
- ☐ B always attached
- ☐ C never attached
- ☐ D usually attached



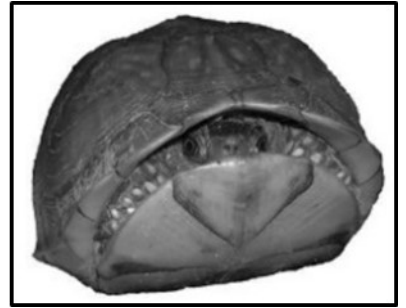


Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10
GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

6. After reading the passage, which answer shows the information in the correct order?

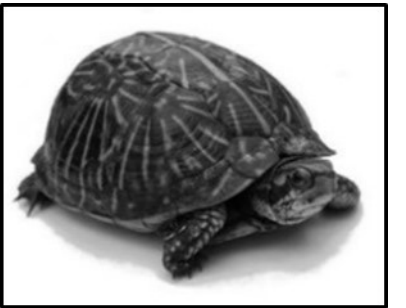
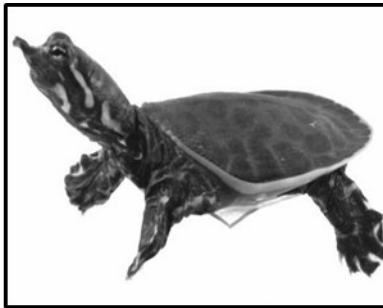
A



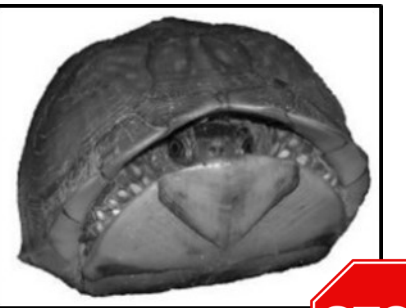
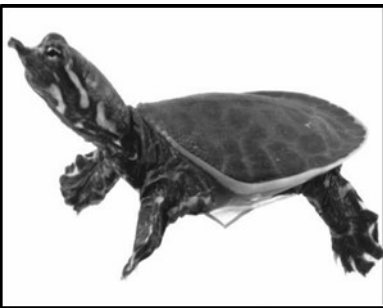
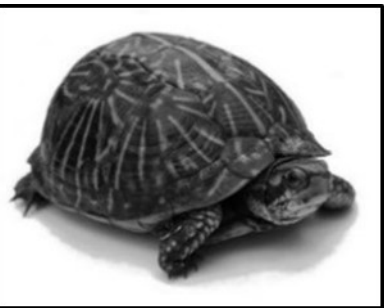
B



C



D





Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10

Directions: Read passage **Troy's Treat**. Then answer the questions below using evidence from the text.

Troy's Treat



Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice-cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was \$5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for \$5!"



Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10
GC1.A2.ToM.R.1-2.2, GC1.A3.ToM.R.1-2.3, GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer

1. What word best describes how Troy was feeling?

- ☐ A excited
- ☐ B happy
- ☐ C nervous
- ☐ D Surprised

2. Which sentence from the passage describes the setting?

- ☐ A She was going to be five years old.
- ☐ B "You can have two sundaes for \$5!"
- ☐ C They walked to the ice-cream store.
- ☐ D Then the girl smiled at Troy and Tara.

3. Read the following sentences from the passage:

"Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday."

Why did Troy want to buy Tara a special treat?

- ☐ A Troy likes to surprise Tara.
- ☐ B It was his sister's birthday.
- ☐ C Tara did Troy's chores.
- ☐ D Troy had \$5.





Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10
GC1.A2.ToM.R.1-2.2; GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence

4. Read the following sentence from the passage:

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy Birthday; pick a treat!" Troy said.

Which word does it describe?

- ☐ A birthday
- ☐ B surprise
- ☐ C Troy
- ☐ D Happy

5. What happened **right after** Troy saw the sundae costs \$5?

- ☐ A He says, "Happy Birthday!"
- ☐ B Tara chooses a vanilla sundae with chocolate on top.
- ☐ C The girl at the counter tells him about the special price.
- ☐ D Troy and Tara eat their sundaes.



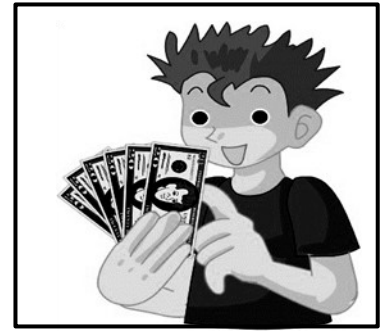
Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10

GC1.A2.ToM.R.1-2.2

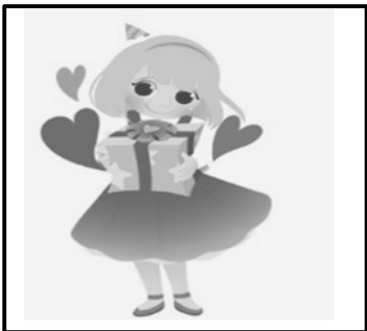
Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

6. Which answer shows what happened in the story in the correct order?

A

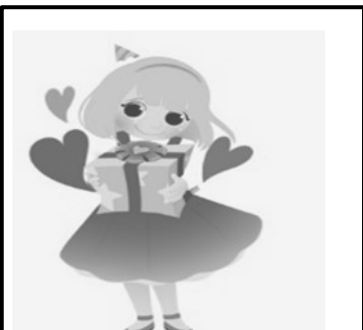


B

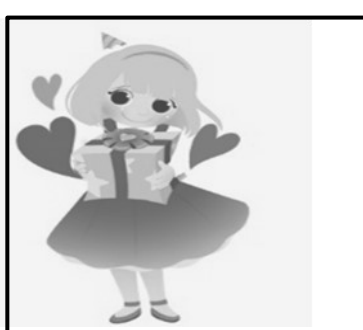


2013

C



D

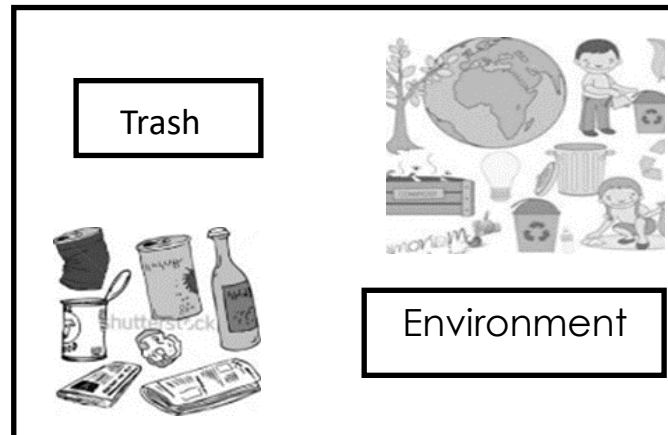




Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10
GC2.A5.ToM.R.1-2.5

Directions: Read passage **Keep It Clean**. Then answer the questions below using evidence from the text.

Keep It Clean



It was a sunny and windy day. Anna and Uncle Leo went to the beach. When it was time for lunch, Uncle Leo took out a plastic bag full of food and drinks.

Suddenly, a gust of wind came. Anna started to run after the trash. "Anna!" yelled Uncle Leo. "Where are you going?"

"The trash is blowing everywhere!" Anna yelled. "We need to get it before it goes into the ocean!"

Uncle Leo ran after Anna and helped her pick up the trash. When they sat down, he asked Anna, "Why were you so worried?"

"We learned in school that trash is dangerous to the environment," Anna said. "It can harm animals and people. We need to keep everybody safe."

Uncle Leo smiled. "You're right, Anna. It is important to keep the environment clean."



Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10
GC2.A5.ToM.R.1-2.5

1. What words describe the setting of the story?

- ☐ A beach, windy
- ☐ B park, windy
- ☐ C park, sunny
- ☐ D beach, rainy

2. According to the passage, why was Anna so worried?

- ☐ A Anna was chased by the animals on the beach.
- ☐ B Anna didn't have enough food to eat.
- ☐ C Anna didn't want the trash to blow into the ocean.
- ☐ D Uncle Leo wouldn't clean up the trash.





3. After reading this story, what lesson do you think Uncle Leo learned from Anna?

- ☐ A It is important to always share with others.
- ☐ B It is important to make choices that keep animals and our environment safe.
- ☐ C Don't bring food to the beach.
- ☐ D It is important to listen to your teacher at school.

4. What words can be used to best describe Anna?

- ☐ A careless, playful
- ☐ B caring, worried
- ☐ C calm, shy
- ☐ D bossy, angry

5. What happened **first** in the story?

- ☐ A Anna ran after the trash that was blowing away.
- ☐ B Anna explained what she learned from her teacher.
- ☐ C Uncle Leo asked why Anna was worried.
- ☐ D A gust of wind came.





Reading (Narrative): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10
GC1.A2.ToM.R.1-2.2; GC1.A3.ToM.R.1-2.3; GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

6. Which answer shows what happened in the story in the correct order?

A



B



C



D



STOP



Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A4.ToM.R1-2.4, GC2.A5.ToM.R.1-2.5

Directions: Read the passage, **Apple Picking Time**. Then answer the questions below using evidence from the text.

Apple Picking Time

From the Tree to You: Follow an apple from the tree to the store.

Fall is apple season! That is when most apples are ripe. Ripe apples are fully grown. They are ready to be picked.

Apples grow in orchards. An orchard is a kind of farm. It has rows and rows of apple trees. How does the fruit make its way to you? Follow the steps to find out.

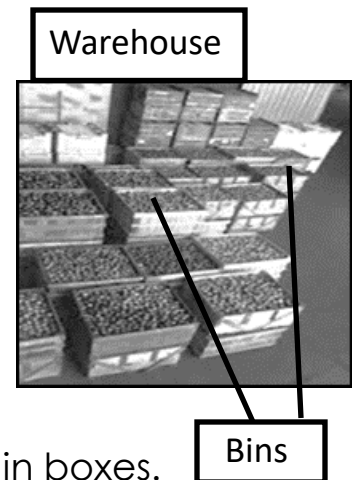
Workers pick apples. They put the apples into bags. Workers climb ladders to reach apples in tall trees.

The apples are put into large bins. Trucks take the bins to a warehouse. That is a building where things are kept. The rooms are cold so the apples stay crunchy.

The apples are sorted by color and size. Bad apples are thrown out. The good apples are packed in boxes.

Trucks take the apples to supermarket across the country. The apples are taken off the truck and placed on shelves.

People go to supermarket to buy apples. They bring them home and eat them. Crunch!





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A4.ToM.R1-2.4, GC2.A5.ToM.R.1-2.5

Directions: Read the passage, **Apple Picking Time**. Then answer the questions

1. What season is apple picking season?

- ☐ A winter
- ☐ B spring
- ☐ C summer
- ☐ D Fall

2. How are apples sorted?

- ☐ A by flavor and color
- ☐ B by size and shape
- ☐ C by color and size
- ☐ D by flavor and shape

3. **Read these sentences again:**

An orchard is a kind of farm. _____ has rows and rows of apple trees.

Which word belongs in the blank?

- ☐ A It
- ☐ B She
- ☐ C They
- ☐ D Them





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A4.ToM.R1-2.4, GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

4. Read this sentence again. ***They put the apples into bags.***
Which word does ***they*** replace in the sentence?

- ☐ A Apples
- ☐ B Workers
- ☐ C Bags
- ☐ D Into

5 What is this passage mostly about?

- ☐ A how apples are sorted
- ☐ B how apples get from a tree to a store
- ☐ C where trucks take the apples
- ☐ D why people eat apples

6. What happens ***right after*** the trucks bring the apples to the super market?

- ☐ A The apples are put on shelves.
- ☐ B People buy apples at the supermarket.
- ☐ C Trucks take apples to the warehouse.
- ☐ D Workers put apples into bags.

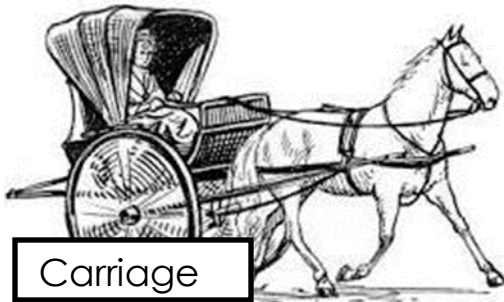




Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A4.ToM.R1-2.4, GC2.A5.ToM.R.1-2.5

Directions: Read the passage, **Horses, Carriages, and Wagons**. Then answer the questions below using evidence from the text.

Horses, Carriages, and Wagons



Carriage



Wagon

Many years ago, people used horses to get from one place to another. Sometimes, people rode on the backs of the horses. Other times, horses pulled carriages and wagons.

The carriages only took people where they wanted to go. When people wanted to move things, they used wagons. The wagons carried food, milk, ice, and other things.

Today, some people still use horses, carriages, and wagons. But now many people use trains, cars, boats and planes.

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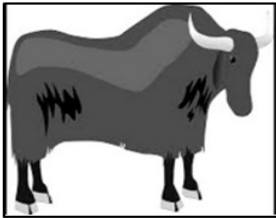
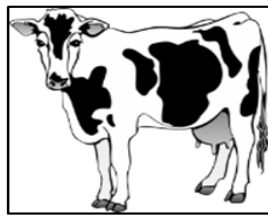
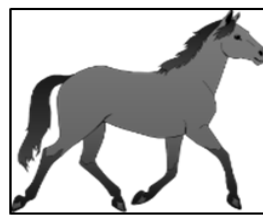
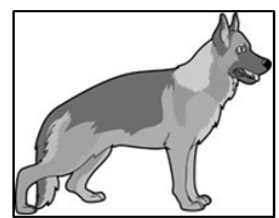


Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A4.ToM.R1-2.4, GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

1

What animal did people use to pull carriages and wagons?

☐☐☐☐

2. The passage tells how people traveled from one place to another. When did people only use animals to get from one place to another?

- (A) long ago
- (B) in the present
- (C) in the future
- (D) today

3. According to the passage:

When people wanted to move a lot of things at once, they used wagons.

Which word can be used to replace the word wagons?

- (A) Him
- (B) It
- (C) Them
- (D) She





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A5.ToM.R.1-2.5

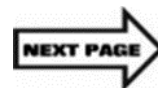
Directions: Answer the questions below using evidence from the

4. Which sentence tells the main idea of the passage?

- ☐ A People lived on farms.
- ☐ B Traveling was different in the past.
- ☐ C Horses help people travel.
- ☐ D Cars, boats and planes are mostly used today.

5. How is the way people travel today different from the way people traveled in the past?

- ☐ A People can now travel by trains, cars, boats and planes.
- ☐ B Carriages today are larger than carriages from the past.
- ☐ C All roads people travel on are less bumpy today.
- ☐ D The way people travel today is not different from how people traveled in the past.



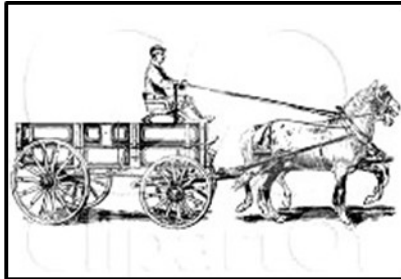


Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC2.A4.ToM.R1-2.4, GC2.A5.ToM.R.1-2.5

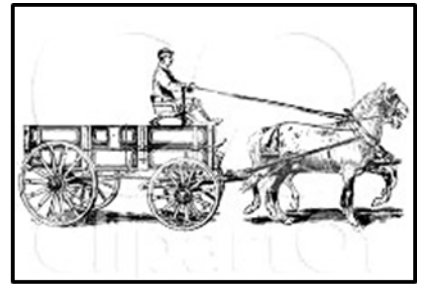
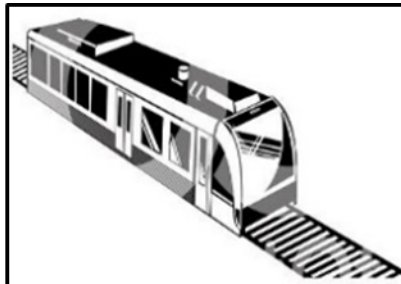
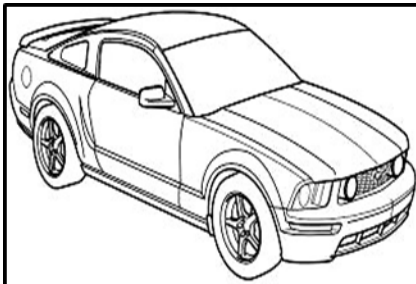
Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

1. After reading the passage, which answer shows 3 **new** ways people travel today?

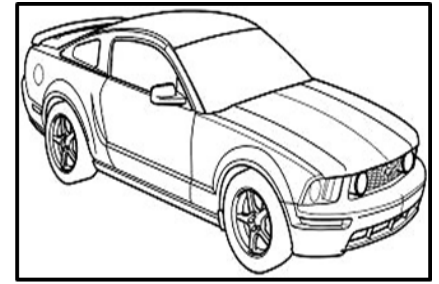
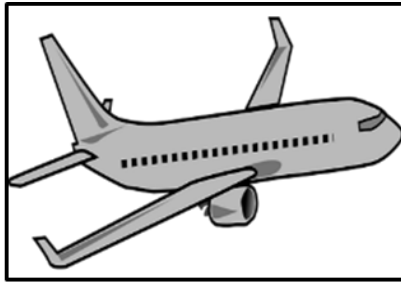
(A)



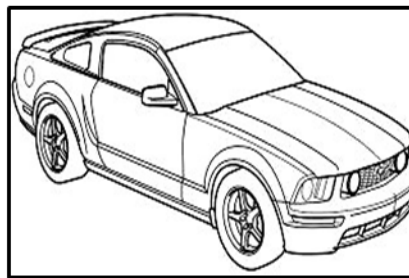
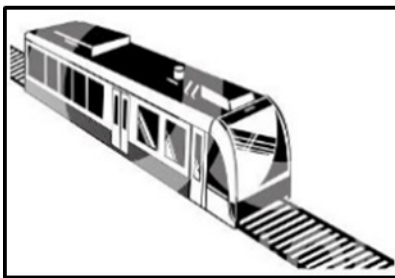
(B)



(C)



(D)





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC2.A3.ToM.W.1-2.3

Directions: Read passage **What is a Talking Stick?** Then answer the questions below using evidence from the text.

What is a Talking Stick?



For hundreds of years, Native Americans used talking sticks. The person with the stick could speak. The others had to listen until it was their turn to hold the stick.

The tribes made their talking sticks from pieces of wood. They added beads, feathers, or fur. The talking stick helped Native Americans take turns.

What do you do in your classroom when you want to talk?

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Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC2.A3.ToM.W.1-2.3

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

1. Read this part of the passage again:

For hundreds of years, Native Americans used talking sticks.

Which word can be used to replace **Native Americans**?

- ☐ A They
- ☐ B It
- ☐ C Them
- ☐ D We

2. This passage describes a talking stick and how it was used. What are you allowed to do when someone else holds the talking stick?

- ☐ A sing
- ☐ B listen
- ☐ C speak
- ☐ D dance





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC2.A3.ToM.W.1-2.3

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

3. What is this passage mostly about?

- ☐ A How to make a talking stick
- ☐ B How children use the talking stick in the classroom
- ☐ C How Native Americans used the talking stick
- ☐ D Where to buy a talking stick

4. What were the talking sticks made from?

- ☐ A Beads
- ☐ B wood
- ☐ C Feathers
- ☐ D paper





Reading (Narrative): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10

Directions: Read passage, **A Day at the Pumpkin Farm**. Then answer the questions below using evidence from the text.

A Day at the Pumpkin Farm



Perry and Paula are visiting the pumpkin farm. Mom drives as Dad sings with them in the car. Finally, they see Farmer Jack's Pumpkin Farm.

It is a huge field of pumpkins. The pumpkins grow on vines. Farmer Jack shows them a perfect pumpkin.

"This is the stem," he says. "The stem is attached to the vine. The vine grew from the seed that I planted in the spring."

He cuts the pumpkin in half. Perry and Paula touch the seeds and pulp inside. It is sticky and gooey! Farmer Jack keeps some seeds to plant next year. He gives Perry and Paula some roasted pumpkin seeds. They are crunchy!





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC1.A2.ToM.R.1-2.2, GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

1. What place did Perry and Paula visit?

- ☐ A the farm stand
- ☐ B a pumpkin farm
- ☐ C the field
- ☐ D the orchard

2. This passage describes the inside of a pumpkin. What words were used to describe the inside of a pumpkin?

- ☐ A crunchy and orange
- ☐ B sticky and gooey
- ☐ C lines and ribs
- ☐ D stem and sticky

3. “**Mom drives as Dad sings with them in the car**”.

Which word can replace the word **Dad**?

- ☐ A It
- ☐ B She
- ☐ C Him
- ☐ D He





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC2.A5.ToM.R.1-2.5, GC1.A3.ToM.R.1-2.3, GC1.A1.ToM.R.1-2.1

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

4. What is the last thing Perry and Paula do at Farmer Jack's Pumpkin Patch?

- ☐ A touch the inside of a pumpkin
- ☐ B sing in the car with Dad
- ☐ C eat roasted pumpkin seeds
- ☐ D cut a pumpkin in half

5. According to the passage, the pumpkin's stem is **attached** to the vine. Which word means the same as "**attached**"?

- ☐ A separate
- ☐ B apart
- ☐ C connected
- ☐ D cut

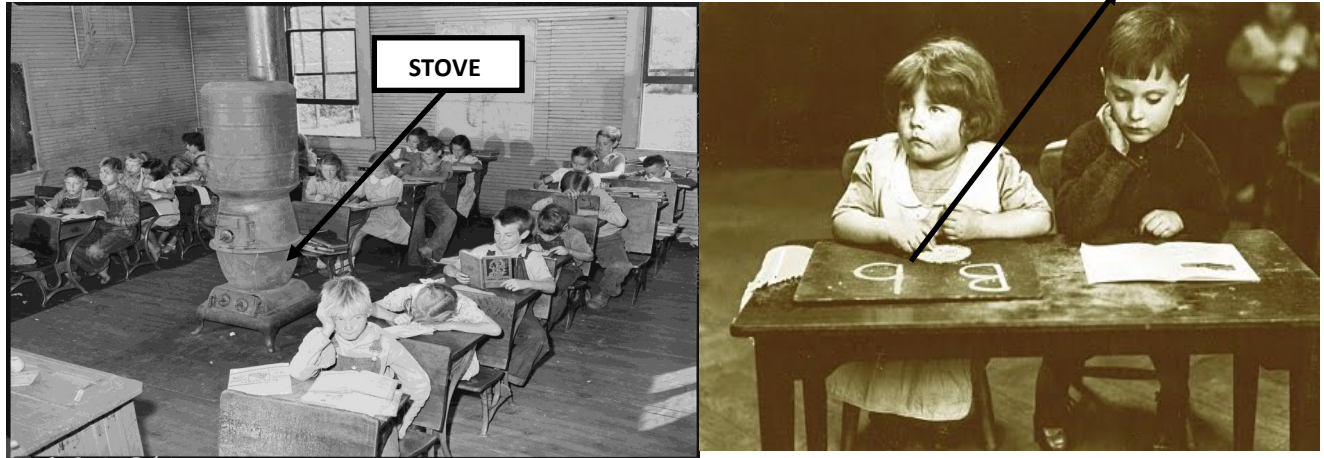




Reading (Informational): CCSS.ELA-Literacy RI.1.1,
RI.1.2, RI.1.10

Directions: Read the passage **One-Room Schoolhouses**. Then answer the questions below using evidence from the text.

One-Room Schoolhouses



Long ago, many children went to school in one-room schoolhouses. Younger and older children were in the same class. The children sat at desks. They learned to read and write. They learned math, too.

Children usually did not write on paper. They wrote on slates. Slates were like small whiteboards. The schoolhouse had a stove. The stove kept the schoolhouse warm in winter. Children had to bring wood to put in the stove.

There were no school cafeterias then. Children went home for lunch, or they brought lunch with them. Schools long ago were very different from schools today.

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Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10
GC1.A1.ToM.R.1-2.1, GC1.A2.ToM.R.1-2.2, GC2.A4.ToM.R.1-2.4

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

1. Which children went to school in a one-room schoolhouse?

- ☐ A older children
- ☐ B younger children
- ☐ C older and younger children
- ☐ D only children the same age

2. This passage describes one-room schoolhouses. What could you probably find in a one-room schoolhouse?

- ☐ A a cafeteria and gym
- ☐ B tables, chairs, and paper
- ☐ C tables, slates, and gym
- ☐ D desks, slates, and a stove

3. The one-room schoolhouses were kept warm by burning wood in a special stove in the classroom. What part of the passage tells us this is true?

- ☐ A "Children had to bring wood to put in the stove.
- ☐ B "Children went home for lunch, or they brought lunch them."
- ☐ C "Schools long ago were very different from schools today."
- ☐ D "Long ago, many children went to school in one-room schoolhouses."





Reading (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, L.1.1
GC1.A3.ToM.R.1-2.3, GC2.A5.ToM.R.1-2.5

Directions: Answer the questions below using evidence from the text. Fill in the circle beside your answer.

4. Which words tell the main idea of the passage “One-Room Schoolhouse”?

- ☐ A children, farms
- ☐ B past, schools
- ☐ C past, slate
- ☐ D present, schools

5. Which of the following shows how one-room schoolhouses are the same as schools today?

- ☐ A One-room schoolhouse and schools today have cafeterias.
- ☐ B One-room schoolhouse and schools use wood stoves.
- ☐ C One-room schoolhouses have slates to use, but schools today do not.
- ☐ D Students in one-room schoolhouses sat at desks and some students sit at desks in schools today.



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Writing: SCR

Short Constructed Response



Teachers: Please review the rubric on the following page with students before beginning the writing section. Explain the difference between SCR and ECR.

2018 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering <i>A response at this level:</i>	Score 1 – Emerging <i>A response at this level:</i>	Score 2 – Transitioning <i>A response at this level:</i>	Score 3 – Expanding <i>A response at this level:</i>	Score 4 – Commanding <i>A response at this level:</i>	
Complexity of Language	<ul style="list-style-type: none">Contains zero or few words or short phrasesIs blankIs completely in a language other than EnglishIs illegible or unintelligibleIs completely copied textIs isolated words or a list of words or short phrases	<ul style="list-style-type: none">Contains some words, short phrases, and occasionally simple sentencesIncludes at least one sentenceMay include adapted text in a well-constructed sentence	<ul style="list-style-type: none">Contains mostly simple sentencesIncludes at least one expanded or compound sentence	<ul style="list-style-type: none">Contains simple, expanded, and compound sentences	<ul style="list-style-type: none">Contains a variety of simple, expanded, and compound (or complex) sentences	
	Quality of Language	<ul style="list-style-type: none">Contains at most frequently used words	<ul style="list-style-type: none">Contains common words and short phrases	<ul style="list-style-type: none">Contains a few grade-level words and phrases	<ul style="list-style-type: none">Contains some grade-level words and phrases	<ul style="list-style-type: none">Contains many grade-level words and phrases
Coherence of Response	<ul style="list-style-type: none">Lacks a clear introduction or completion of a thought or an idea due to brevity	<ul style="list-style-type: none">Includes at least one sentence in an attempt to introduce or complete a thought or an idea	<ul style="list-style-type: none">Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	<ul style="list-style-type: none">Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	<ul style="list-style-type: none">Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both	
	SCR	<ul style="list-style-type: none">Lacks descriptions of thoughts, feelings, or ideas	<ul style="list-style-type: none">Includes at least one description of a thought or an idea	<ul style="list-style-type: none">Includes some minimally detailed descriptions of thoughts, ideas, or both	<ul style="list-style-type: none">Includes many detailed descriptions of thoughts, ideas, or both	<ul style="list-style-type: none">Includes many sufficiently detailed descriptions of thoughts, ideas, or both
Degree of Response	ECR Narrative	<ul style="list-style-type: none">Lacks development of descriptions or events in sequence	<ul style="list-style-type: none">Includes at least one description or two events in sequence	<ul style="list-style-type: none">Includes some descriptions with minimal details and/or two or more events in sequence	<ul style="list-style-type: none">Includes descriptions with many details and two or more events in sequence	<ul style="list-style-type: none">Includes descriptions with many and varied details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none">Lacks development of an opinion or additional information	<ul style="list-style-type: none">Includes at least one opinion and/or additional information	<ul style="list-style-type: none">Includes an opinion with some reasons and/or additional information	<ul style="list-style-type: none">Includes an opinion with many reasons and additional information	<ul style="list-style-type: none">Includes an opinion with many and varied reasons and additional information
Mechanics	<ul style="list-style-type: none">Contains numerous errors that totally obscure meaningContains words that are unclear	<ul style="list-style-type: none">Contains many errors that often obscure meaningContains words that may be unclear, but meaning is evidentMay include inventive spelling	<ul style="list-style-type: none">Contains some errors that occasionally obscure meaningIs mostly clearMay include inventive spelling	<ul style="list-style-type: none">Contains few errors that rarely obscure meaningIs clearMay include inventive spelling	<ul style="list-style-type: none">Contains minimal or no errors that obscure meaningIs clearMay include inventive spelling	

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



Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

Directions: Now I will the read passage, **A Shell is Great for Protection**, again. Then you will be asked to write a paragraph based on the passage.

Word Box

turtle	protect	hard
pull	can	predator
body	shell	safe

A Shell is Great for Protection

All turtles have shells. Most turtles have hard shells. Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails, too.

Shells come in many different shapes. Some shells are tall and round. Other shells are flat.

What is special about a turtle's shell? A turtle cannot leave its shell. The shell is attached to the turtle. It is a permanent part of its body.

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Directions: After reading the passage **A Shell is Great for Protection**, you learned about turtles. What is your favorite animal and why do you like it? Write as much as you can about your favorite animal.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 2

Directions: Now I will the read passage, **A Shell is Great for Protection**, again. Then you will be asked to write a paragraph based on the passage.

Word Box

turtle	protect	hard
pull	can	predator
body	shell	safe

A Shell is Great for Protection

All turtles have shells. Most turtles have hard shells. Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails, too.

Shells come in many different shapes. Some shells are tall and round. Other shells are flat.

What is special about a turtle's shell? A turtle cannot leave its shell. The shell is attached to the turtle. It is a permanent part of its body.

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Directions: After reading the passage **A Shell is Great for Protection**, you learned that turtles use their bodies to protect themselves. What do you do to protect yourself? Write one paragraph about what you do to protect yourself.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.



Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will the read passage, **A Shell is Great for Protection**, again. Then you will be asked to write a paragraph based on the passage.

Word Box

turtle	protect	hard
pull	can	predator
body	shell	safe

A Shell is Great for Protection

All turtles have shells. Most turtles have hard shells. Hard shells protect turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails, too.

Shells come in many different shapes. Some shells are tall and round. Other shells are flat.

What is special about a turtle's shell? A turtle cannot leave its shell. The shell is attached to the turtle. It is a permanent part of its body.

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Directions: After reading the passage **A Shell is Great for Protection**, you learned that turtles use their bodies to protect themselves. What do other animals do to protect themselves? Write one paragraph about an animal and how it protects itself.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Opinion): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10, W.1.1, L.1.1
GC2.A3.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 1

Directions: Now I will read the passage, **Troy's Treat**, again. Then you will be asked to write a paragraph.

Troy's Treat

Sundae



Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice-cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was \$5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for \$5!"

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Directions: In the passage **Troy's Treat**, Tara got a sundae for her birthday. What was your favorite gift and why? Write or draw about your favorite gift and why you liked it.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Opinion): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10, W.1.1, L.1.1
GC2.A3.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 2

Directions: Now I will read the passage, **Troy's Treat**, again. Then you will be asked to write a paragraph.

Troy's Treat

Sundae



Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice-cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was \$5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for \$5!"

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Directions: In the passage **Troy's Treat**, Troy celebrated Tara's birthday. How do you like to celebrate your birthday? Write one paragraph about how you like to celebrate your birthday



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Opinion): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10, W.1.1, L.1.1
GC2.A3.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage, **Troy's Treat**, again. Then you will be asked to write a paragraph.

Troy's Treat



Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice-cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was \$5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for \$5!"

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Directions: In the passage **Troy's Treat**, Troy showed kindness by buying his sister a birthday gift. What are the best ways that you can show kindness to others? Write one paragraph about the best ways to show kindness to others.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.



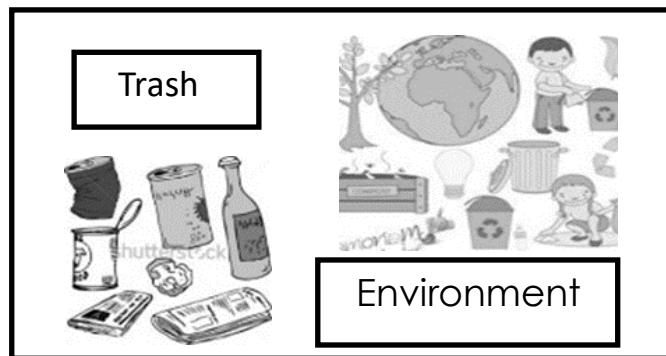


Short Constructed Response (Opinion): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10, W.1.1, L.1.1
GC2.A5.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 1

Directions: Now I will read the passage **Keep It Clean** again. Then you will be asked to write a paragraph.

Keep It Clean



It was a sunny and windy day. Anna and Uncle Leo went to the beach. When it was time for lunch, Uncle Leo took out a plastic bag full of food and drinks.

Suddenly, a gust of wind came. Anna started to run after the trash. “Anna!” yelled Uncle Leo. “Where are you going?”

“The trash is blowing everywhere!” Anna yelled. “We need to get it before it goes into the ocean!”

Uncle Leo ran after Anna and helped her pick up the trash.

When they sat down, he asked Anna, “Why were you so worried?”

“We learned in school that trash is dangerous to the environment,” Anna said. It can harm animals and people. We need to keep everybody safe.”

Directions: In the passage **Keep It Clean**, Anna tells about keeping the environment clean. What are some ways you keep your body clean? Write or draw about keeping your body clean.

Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice. A red octagonal STOP sign is located in the bottom right corner.



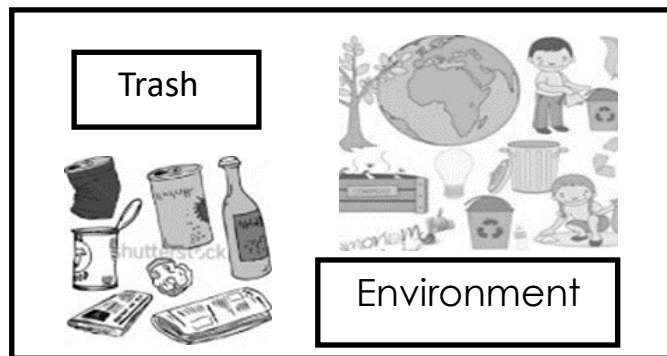


Short Constructed Response (Opinion): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10, W.1.1, L.1.1
GC2.A5.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 2

Directions: Now I will read the passage **Keep It Clean** again. Then you will be asked to write a paragraph.

Keep It Clean



It was a sunny and windy day. Anna and Uncle Leo went to the beach. When it was time for lunch, Uncle Leo took out a plastic bag full of food and drinks.

Suddenly, a gust of wind came. Anna started to run after the trash. "Anna!" yelled Uncle Leo. "Where are you going?"

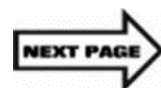
"The trash is blowing everywhere!" Anna yelled. "We need to get it before it goes into the ocean!"

Uncle Leo ran after Anna and helped her pick up the trash.

When they sat down, he asked Anna, "Why were you so worried?"

"We learned in school that trash is dangerous to the environment," Anna said. It can harm animals and people. We need to keep everybody safe."

Directions: In the passage **Keep It Clean**, Anna tells about what she learned in school to keep the environment clean. What are some of the things you do at home to keep it clean? Write one paragraph about what you do to keep your home clean.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.



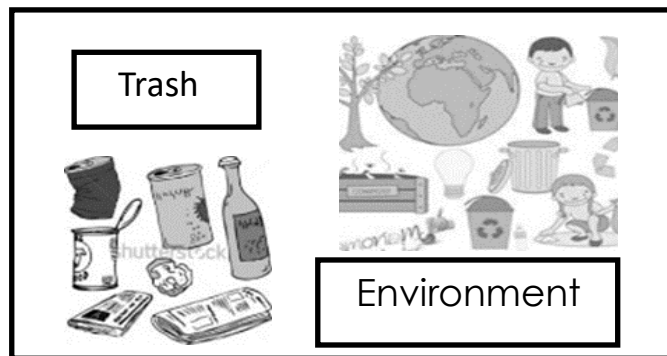


Short Constructed Response (Opinion): CCSS.ELA-Literacy RL.1.1, RL.1.2, RL.1.10, W.1.1, L.1.1
GC2.A5.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage **Keep It Clean** again. Then you will be asked to write a paragraph.

Keep It Clean



It was a sunny and windy day. Anna and Uncle Leo went to the beach. When it was time for lunch, Uncle Leo took out a plastic bag full of food and drinks.

Suddenly, a gust of wind came. Anna started to run after the trash. "Anna!" yelled Uncle Leo. "Where are you going?"

"The trash is blowing everywhere!" Anna yelled. "We need to get it before it goes into the ocean!"

Uncle Leo ran after Anna and helped her pick up the trash.

When they sat down, he asked Anna, "Why were you so worried?"

"We learned in school that trash is dangerous to the environment," Anna said. It can harm animals and people. We need to keep everybody safe."

Directions: In the passage **Keep It Clean**, Anna tells about what she learned in school to keep the environment clean. What are the best ways you learned to keep the environment clean? Write one paragraph about the best ways to keep the environment clean.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (solid top and bottom, dashed middle) for letter formation. A red octagonal STOP sign is located in the bottom right corner.



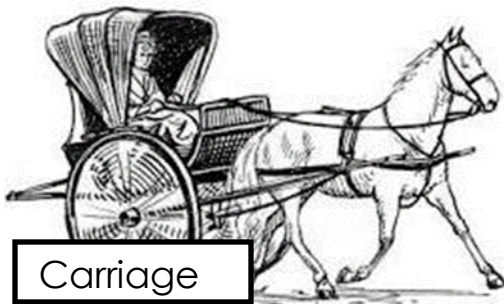


Short Constructed Response (Opinion): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.1, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Directions: Now I will read the passage, **Horses, Carriages, and Wagons**, again. Then you will be asked to write a paragraph based on the passage.

Horses, Carriages, and Wagons



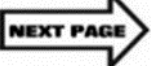
Many years ago, people used horses to get from one place to another. Sometimes, people rode on the backs of the horses. Other times, horses pulled carriages and wagons.

The carriages only took people where they wanted to go. When people wanted to move things, they used wagons. The wagons carried food, milk, ice, and other things.

Today, some people still use horses, carriages, and wagons. But now many people use trains, cars, boats and planes.

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Directions: After reading the passage **Horses, Carriages, and Wagons**, you learned many people use trains, cars, boats and planes. Think about a time you traveled. Where did you go and what did you do? Write or draw about your trip.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.



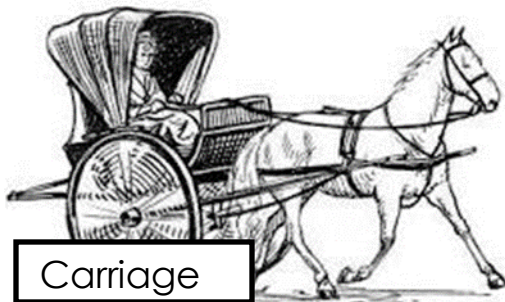


Short Constructed Response (Opinion): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.1, L.1.1
GC2.A4.ToM.W.1-2.4

Level 2

Directions: Now I will read the passage, **Horses, Carriages, and Wagons**, again. Then you will be asked to write a paragraph based on the passage.

Horses, Carriages, and Wagons



Many years ago, people used horses to get from one place to another. Sometimes, people rode on the backs of the horses. Other times, horses pulled carriages and wagons.

The carriages only took people where they wanted to go. When people wanted to move things, they used wagons. The wagons carried food, milk, ice, and other things.

Today, some people still use horses, carriages, and wagons. But now many people use trains, cars, boats and planes.

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Directions: After reading the passage **Horses, Carriages, and Wagons**, you learned many people use trains, cars, boats and planes today. What is your favorite way to travel and why? Write one paragraph about your favorite way to travel and why you like it.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice paper with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for letter formation. A red octagonal STOP sign is located in the bottom right corner.



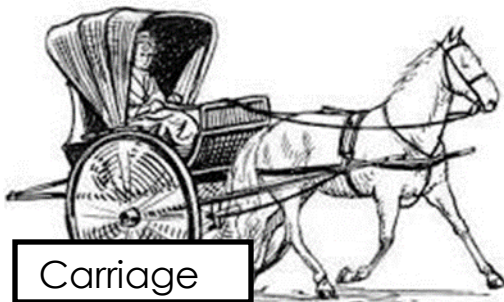


Short Constructed Response (Opinion): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.1, L.1.1
GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage, **Horses, Carriages, and Wagons**, again. Then you will be asked to write a paragraph based on the passage.

Horses, Carriages, and Wagons



Carriage



Wagon

Many years ago, people used horses to get from one place to another. Sometimes, people rode on the backs of the horses. Other times, horses pulled carriages and wagons.

The carriages only took people where they wanted to go. When people wanted to move things, they used wagons. The wagons carried food, milk, ice, and other things.

Today, some people still use horses, carriages, and wagons. But now many people use trains, cars, boats and planes.

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Directions: After reading the passage **Horses, Carriages, and Wagons**, you learned about how people traveled many years ago and how they travel today. Tell how traveling by carriages was different than traveling by trains, cars, boats or planes. Write one paragraph about how traveling by carriages was different than traveling by trains, cars, boats or planes today.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.



Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, L.1.1

GC2.A3.ToM.W.1-2.3

Level 1

Directions: Read passage, **What is a Talking Stick**. Then answer the questions below using evidence from the text.

What is a Talking Stick?



For hundreds of years, Native Americans used talking sticks. The person with the stick could speak. The others had to listen until it was their turn to hold the stick.

The tribes made their talking sticks from pieces of wood. They added beads, feathers, or fur. The talking stick helped Native Americans take turns.

What do you do in your classroom when you want to talk?

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Directions: The passage **What is a Talking Stick** tells about following rules. What are some school rules? Write and draw about school rules.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice paper with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, L.1.1

GC2.A3.ToM.W.1-2.3

Level 2

Directions: Read passage, **What is a Talking Stick**. Then answer the questions below using evidence from the text.

What is a Talking Stick?



For hundreds of years, Native Americans used talking sticks. The person with the stick could speak. The others had to listen until it was their turn to hold the stick.

The tribes made their talking sticks from pieces of wood. They added beads, feathers, or fur. The talking stick helped Native Americans take turns.

What do you do in your classroom when you want to talk?

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Directions: In the passage **What is a Talking Stick**, Native Americans had a rule that people needed to hold a talking stick when they wanted to speak. What rules do you have to follow in school? Write one paragraph about the rules you have to follow in school and how you follow them.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice paper with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, L.1.1

GC2.A3.ToM.W.1-2.3

Level 3

Directions: Read passage, **What is a Talking Stick**. Then answer the questions below using evidence from the text.

What is a Talking Stick?



For hundreds of years, Native Americans used talking sticks. The person with the stick could speak. The others had to listen until it was their turn to hold the stick.

The tribes made their talking sticks from pieces of wood. They added beads, feathers, or fur. The talking stick helped Native Americans take turns.

What do you do in your classroom when you want to talk?

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Directions: In the passage, **What is a Talking Stick**, Native Americans had rules about talking. There are a lot of rules we have to follow at school, home, and outside. Why do we have rules? Write one paragraph about rules that we follow and why it is important to follow them.

Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Short Constructed Response (Narrative): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.3, L.1.1
GC2.A3.ToM.W.1-2.3
Level 1

Directions: Now I will read passage, **A Day at the Pumpkin Farm** again. Then you will be asked to write a paragraph based on the passage.

A Day at the Pumpkin Farm



Perry and Paula are visiting the pumpkin farm. Mom drives as Dad sings with them in the car. Finally, they see Farmer Jack's Pumpkin Farm.

It is a huge field of pumpkins. The pumpkins grow on vines. Farmer Jack shows them a perfect pumpkin.

"This is the stem," he says. "The stem is attached to the vine. The vine grew from the seed that I planted in the spring."

He cuts the pumpkin in half. Perry and Paula touch the seeds and pulp inside. It is sticky and gooey! Farmer Jack keeps some seeds to plant next year. He gives Perry and Paula some roasted pumpkin seeds. They are crunchy!

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Directions: In the passage **A Day at the Pumpkin Farm**, Perry and Paula learned about pumpkins. Think about what you know about pumpkins. Write or draw everything you know about pumpkins.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.



Short Constructed Response (Narrative): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.3, L.1.1
GC2.A3.ToM.W.1-2.3
Level 2

Directions: Now I will read passage, **A Day at the Pumpkin Farm** again. Then you will be asked to write a paragraph based on the passage.

A Day at the Pumpkin Farm



Perry and Paula are visiting the pumpkin farm. Mom drives as Dad sings with them in the car. Finally, they see Farmer Jack's Pumpkin Farm.

It is a huge field of pumpkins. The pumpkins grow on vines. Farmer Jack shows them a perfect pumpkin.

"This is the stem," he says. "The stem is attached to the vine. The vine grew from the seed that I planted in the spring."

He cuts the pumpkin in half. Perry and Paula touch the seeds and pulp inside. It is sticky and gooey! Farmer Jack keeps some seeds to plant next year. He gives Perry and Paula some roasted pumpkin seeds. They are crunchy!

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Directions: In the passage **A Day at the Pumpkin Farm**, you read about Perry and Paula's trip to the farm. Think about a school field trip that you went on. Write one paragraph about the trip using as many details as you can.





Short Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice area with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for writing practice.





Short Constructed Response (Opinion): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.3, L.1.1
GC2.A3.ToM.W.1-2.3
Level 3

Directions: Now I will read passage, **A Day at the Pumpkin Farm** again. Then you will be asked to write a paragraph based on the passage.

A Day at the Pumpkin Farm



Perry and Paula are visiting the pumpkin farm. Mom drives as Dad sings with them in the car. Finally, they see Farmer Jack's Pumpkin Farm.

It is a huge field of pumpkins. The pumpkins grow on vines. Farmer Jack shows them a perfect pumpkin.

"This is the stem," he says. "The stem is attached to the vine. The vine grew from the seed that I planted in the spring."

He cuts the pumpkin in half. Perry and Paula touch the seeds and pulp inside. It is sticky and gooey! Farmer Jack keeps some seeds to plant next year. He gives Perry and Paula some roasted pumpkin seeds. They are crunchy!

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Directions: In the passage **A Day at the Pumpkin Farm**, Perry and Paula learned about the life cycle of the pumpkin. Think of the life cycles you have learned about in school. Write one paragraph about your favorite life cycle and explain the order in which it happens.



Short Constructed Response (Informational): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.9, RI.1.10, W.1.2, L.1.1
GC1.A1.ToM.W.1-2.1, GC2.A2.ToM.W.1-2.2, GC2.A4.ToM.W.1-2.4

Level 1

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.

Handwriting practice sheet with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation. A red octagonal STOP sign is located in the bottom right corner.





Writing: ECR

Extended Constructed Response



Teachers: Please review the rubric on the following page with students before beginning the writing section. Explain the difference between SCR and ECR.

2018 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering <i>A response at this level:</i>	Score 1 – Emerging <i>A response at this level:</i>	Score 2 – Transitioning <i>A response at this level:</i>	Score 3 – Expanding <i>A response at this level:</i>	Score 4 – Commanding <i>A response at this level:</i>	
Complexity of Language	<ul style="list-style-type: none">Contains zero or few words or short phrasesIs blankIs completely in a language other than EnglishIs illegible or unintelligibleIs completely copied textIs isolated words or a list of words or short phrases	<ul style="list-style-type: none">Contains some words, short phrases, and occasionally simple sentencesIncludes at least one sentenceMay include adapted text in a well-constructed sentence	<ul style="list-style-type: none">Contains mostly simple sentencesIncludes at least one expanded or compound sentence	<ul style="list-style-type: none">Contains simple, expanded, and compound sentences	<ul style="list-style-type: none">Contains a variety of simple, expanded, and compound (or complex) sentences	
Quality of Language	<ul style="list-style-type: none">Contains at most frequently used words	<ul style="list-style-type: none">Contains common words and short phrases	<ul style="list-style-type: none">Contains a few grade-level words and phrases	<ul style="list-style-type: none">Contains some grade-level words and phrases	<ul style="list-style-type: none">Contains many grade-level words and phrases	
Coherence of Response	<ul style="list-style-type: none">Lacks a clear introduction or completion of a thought or an idea due to brevity	<ul style="list-style-type: none">Includes at least one sentence in an attempt to introduce or complete a thought or an idea	<ul style="list-style-type: none">Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	<ul style="list-style-type: none">Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	<ul style="list-style-type: none">Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both	
Degree of Response	SCR	<ul style="list-style-type: none">Lacks descriptions of thoughts, feelings, or ideas	<ul style="list-style-type: none">Includes at least one description of a thought or an idea	<ul style="list-style-type: none">Includes some minimally detailed descriptions of thoughts, ideas, or both	<ul style="list-style-type: none">Includes many detailed descriptions of thoughts, ideas, or both	<ul style="list-style-type: none">Includes many sufficiently detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<ul style="list-style-type: none">Lacks development of descriptions or events in sequence	<ul style="list-style-type: none">Includes at least one description or two events in sequence	<ul style="list-style-type: none">Includes some descriptions with minimal details and/or two or more events in sequence	<ul style="list-style-type: none">Includes descriptions with many details and two or more events in sequence	<ul style="list-style-type: none">Includes descriptions with many and varied details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none">Lacks development of an opinion or additional information	<ul style="list-style-type: none">Includes at least one opinion and/or additional information	<ul style="list-style-type: none">Includes an opinion with some reasons and/or additional information	<ul style="list-style-type: none">Includes an opinion with many reasons and additional information	<ul style="list-style-type: none">Includes an opinion with many and varied reasons and additional information
Mechanics	<ul style="list-style-type: none">Contains numerous errors that totally obscure meaningContains words that are unclear	<ul style="list-style-type: none">Contains many errors that often obscure meaningContains words that may be unclear, but meaning is evidentMay include inventive spelling	<ul style="list-style-type: none">Contains some errors that occasionally obscure meaningIs mostly clearMay include inventive spelling	<ul style="list-style-type: none">Contains few errors that rarely obscure meaningIs clearMay include inventive spelling	<ul style="list-style-type: none">Contains minimal or no errors that obscure meaningIs clearMay include inventive spelling	

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

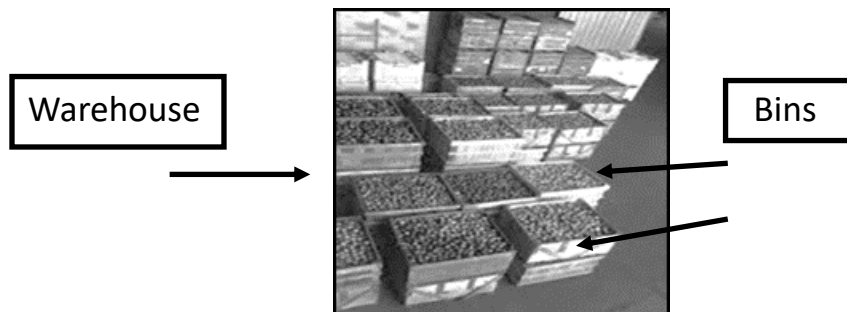


Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1

GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage, **Apple Picking Time**, again. Then you will be asked to write two paragraphs based on the passage.



Apple Picking Time

From the Tree to You: Follow an apple from the tree to the store.

Fall is apple season! That is when most apples are ripe. Ripe apples are fully grown. They are ready to be picked.

Apples grow in orchards. An orchard is a kind of farm. It has rows and rows of apple trees. How does the fruit make its way to you? Follow the steps to find out.

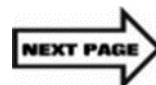
Workers pick apples. They put the apples into bags. Workers climb ladders to reach apples in tall trees.

The apples are put into large bins. Trucks take the bins to a warehouse. That is a building where things are kept. The rooms are cold so the apples stay crunchy. The apples are sorted by color and size. Bad apples are thrown out. The good apples are packed in boxes.

Trucks take the apples to supermarkets across the country. The apples are taken off the truck and placed on shelves. People go to the supermarket to buy apples. They bring them home and eat them. Crunch!

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Directions: The passage **Apple Picking Time** tells about what happens to apples after they are picked. What have you learned about apples? Write and draw what you know about apples.

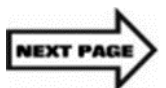




Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4
Level 1

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

Planning Page



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

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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Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

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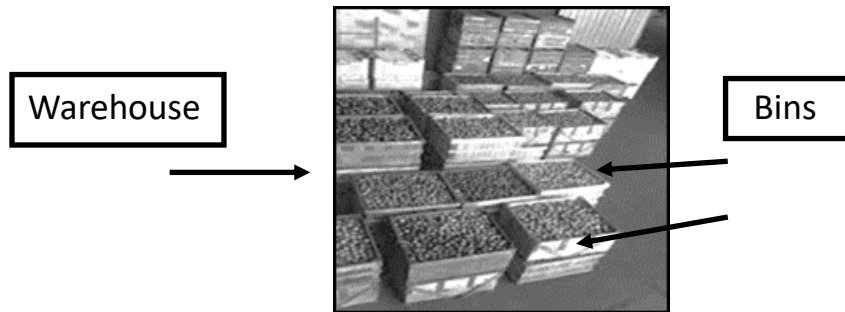


Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1

GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage, **Apple Picking Time**, again. Then you will be asked to write two paragraphs based on the passage.



Apple Picking Time

From the Tree to You: Follow an apple from the tree to the store.

Fall is apple season! That is when most apples are ripe. Ripe apples are fully grown. They are ready to be picked.

Apples grow in orchards. An orchard is a kind of farm. It has rows and rows of apple trees. How does the fruit make its way to you? Follow the steps to find out.

Workers pick apples. They put the apples into bags. Workers climb ladders to reach apples in tall trees.

The apples are put into large bins. Trucks take the bins to a warehouse. That is a building where things are kept. The rooms are cold so the apples stay crunchy. The apples are sorted by color and size. Bad apples are thrown out. The good apples are packed in boxes.

Trucks take the apples to supermarkets across the country. The apples are taken off the truck and placed on shelves. People go to the supermarket to buy apples. They bring them home and eat them. Crunch!

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Directions: The passage, **Apple Picking Time**, tells about how apples go from the tree to the supermarket. Do you like to eat apples? Why or why not? Write as much as you can.

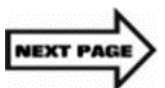




Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4
Level 1

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

Planning Page



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

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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Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Handwriting practice area with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for writing practice.



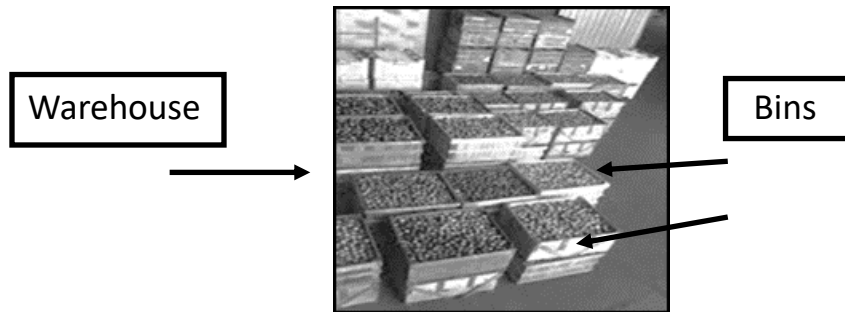


Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1

GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage, **Apple Picking Time**, again. Then you will be asked to write two paragraphs based on the passage.



Apple Picking Time

From the Tree to You: Follow an apple from the tree to the store.

Fall is apple season! That is when most apples are ripe. Ripe apples are fully grown. They are ready to be picked.

Apples grow in orchards. An orchard is a kind of farm. It has rows and rows of apple trees. How does the fruit make its way to you? Follow the steps to find out.

Workers pick apples. They put the apples into bags. Workers climb ladders to reach apples in tall trees.

The apples are put into large bins. Trucks take the bins to a warehouse. That is a building where things are kept. The rooms are cold so the apples stay crunchy. The apples are sorted by color and size. Bad apples are thrown out. The good apples are packed in boxes.

Trucks take the apples to supermarkets across the country. The apples are taken off the truck and placed on shelves. People go to the supermarket to buy apples. They bring them home and eat them. Crunch!

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Directions: After reading the passage **Apple Picking Time**, you learned that fall is the season for apple picking. What are some activities you like to do during the fall and why? Write two paragraphs about the fall. Describe the fall, tell what you like to do during the fall and why.

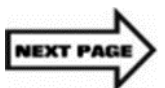




Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4
Level 1

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

Planning Page



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

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.

[illegible]



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Handwriting practice area with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for writing practice.





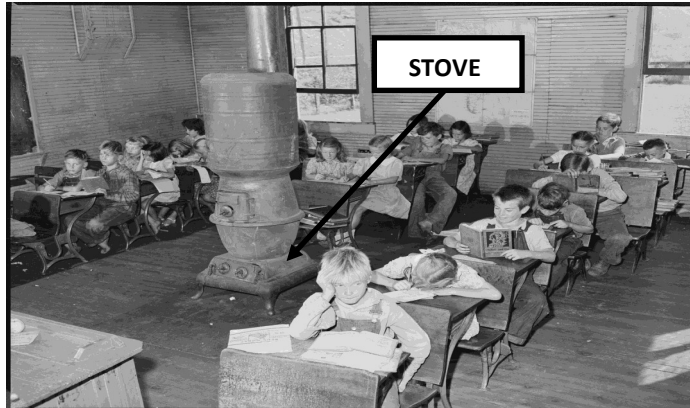
Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1

GC2.A2.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 1

Directions: Now I will read the passage, **One-Room Schoolhouses**, again. Then you will be asked to write a paragraph based on the passage.

One-Room Schoolhouses



Word Box

our	school	different
write	cafeteria	children
desks	bring	usually

Long ago, many children went to school in one-room school houses. Younger and older children were in the same class. The children sat at desks. They learned to read and write. They learned math, too.

Children usually did not write on paper. They wrote on slates. Slates were like small whiteboards. The schoolhouse had a stove. The stove kept the schoolhouse warm in winter. Children had to bring wood to put in the stove.

There were no school cafeterias then. Children went home for lunch, or they brought lunch with them. Schools long ago were very different from schools today.

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Directions: After reading the passage **One-Room Schoolhouses**, you learned about schools long ago. What can you find in your school? Write or draw about your school using as many details as you can.





Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4
Level 1

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

Planning Page



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Checklist: ✓

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

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Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Handwriting practice area with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for writing practice.



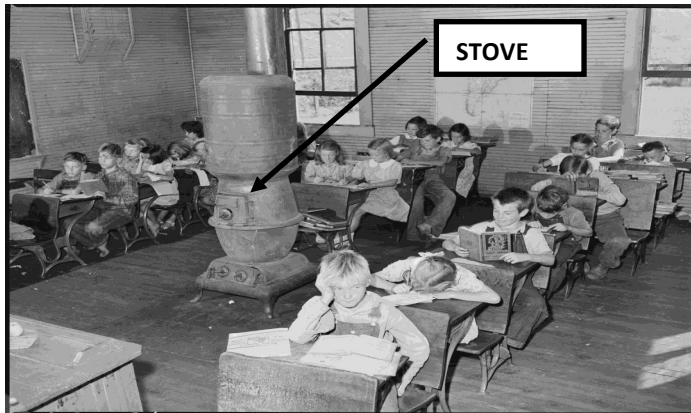


Extended Constructed Response (Opinion): CCSS.ELA-Literacy.RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1

GC2.A2.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 2

Directions: Now I will read the passage, **One-Room Schoolhouses**, again. Then you will be asked to write a paragraph based on the passage.

**Word Box**

our	school	different
write	cafeteria	children
desks	bring	usually

One-Room Schoolhouses

Long ago, many children went to school in one-room schoolhouses. Younger and older children were in the same class. The children sat at desks. They learned to read and write. They learned math, too.

Children usually did not write on paper. They wrote on slates. Slates were like small whiteboards. The schoolhouse had a stove. The stove kept the schoolhouse warm in winter. Children had to bring wood to put in the stove.

There were no school cafeterias then. Children went home for lunch, or they brought lunch with them. Schools long ago were very different from schools today.

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Directions: The passage, **One-Room Schoolhouses**, tells about schools long ago. Imagine you are a student in a one-room schoolhouse. What would you like about it? What would you dislike? Write two paragraphs about being a student in a one-room schoolhouse.

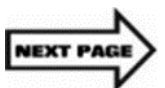




Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4
Level 1

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

Planning Page



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

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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Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Handwriting practice area with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for writing practice.





Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1

GC2.A2.ToM.W.1-2.3, GC2.A4.ToM.W.1-2.4

Level 3

Directions: Now I will read the passage, **One-Room Schoolhouses**, again. Then you will be asked to write a paragraph based on the passage.

One-Room Schoolhouses



Word Box

our	school	different
write	cafeteria	children
desks	bring	usually

Long ago, many children went to school in one-room schoolhouses. Younger and older children were in the same class. The children sat at desks. They learned to read and write. They learned math, too.

Children usually did not write on paper. They wrote on slates. Slates were like small whiteboards. The schoolhouse had a stove. The stove kept the schoolhouse warm in winter. Children had to bring wood to put in the stove.

There were no school cafeterias then. Children went home for lunch, or they brought lunch with them. Schools long ago were very different from schools today.

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Directions: After reading the passage **One-Room Schoolhouses**, you learned about schools long ago. How is your school similar to a one-room schoolhouse? How is it different? Write two paragraphs about how your school is similar to and different from a one-room schoolhouse.

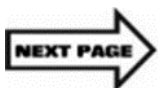




Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4
Level 1

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

Planning Page



Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

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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Extended Constructed Response (Informational): CCSS.ELA-Literacy RI.1.1, RI.1.2, RI.1.10, W.1.2, L.1.1
GC2.A4.ToM.W.1-2.4

Level 1

Handwriting practice area with multiple sets of three horizontal lines (solid top and bottom lines, dashed middle line) for writing practice.





Listening



<u>At the Park</u>	p. 124
<u>Soccer</u>	p. 125
<u>Hurricanes</u>	p. 126
<u>The New Scooter</u>	p. 127-128
<u>Spying the Signs</u>	p. 129-130
<u>Puppies Puppies Puppies</u>	p. 131-132
<u>The Liberty Bell</u>	p. 133
<u>The Bald Eagle</u>	p. 134
<u>The American Alligator</u>	p. 135
<u>A Big Star</u>	p. 136
<u>About Your Bones</u>	p. 137
<u>We Need Fresh Water</u>	p. 138



Listening: CCSS.ELA-Literacy SL.1.1.A, SL.1.2

GC1.A2.ToM.L.1-2.3

Directions: Listen to the questions and possible answer choices. Fill in the correct circle in your test booklet. The questions will be read only once.

1) What is the setting of the story?

- ☐ A park
- ☐ B beach
- ☐ C school
- ☐ D library

2) What is the weather like at the park?

- ☐ A cold and rainy
- ☐ B warm and windy
- ☐ C hot and sunny
- ☐ D rainy and windy

3) What season do you think it is when they go to the park?

- ☐ A winter
- ☐ B spring
- ☐ C summer
- ☐ D fall





Listening: CCSS.ELA-Literacy SL.1.1.A, SL.1.2

GC1.A2.ToM.L.1-2.3

Directions: Listen to the questions and possible answer choices. Fill in the correct circle in your test booklet. The questions will be read only once.

1) What is the main idea of the story?

- ☐ A Soccer players wear uniforms.
- ☐ B Danny loves soccer.
- ☐ C Uncle Luis plays with Danny.
- ☐ D He plays soccer in the backyard.

2) What does Danny ask Uncle Luis to do?

- ☐ A to go to the park
- ☐ B to be on the soccer team
- ☐ C to wear his soccer uniform
- ☐ D to play with him in the backyard

3) According to the passage, Danny loves to play soccer. Which sentence does not support this idea?

- ☐ A He watches soccer on T.V.
- ☐ B Danny asks his Uncle Luis to play soccer with him.
- ☐ C Danny goes to school.
- ☐ D He is on the soccer team.





Listening: CCSS.ELA-Literacy SL.1.1.A, SL.1.2

GC1.A2.ToM.L.1-2.3

Directions: Listen to the questions and possible answer choices. Fill in the correct circle in your test booklet. The questions will be read only once.

1) What is a hurricane?

- ☐ A a big storm
- ☐ B a type of candy
- ☐ C a kind of flower
- ☐ D a body of water

2) Listen to this sentence again: They need to get ready before the storm arrives. Which word tells the meaning of they?

- ☐ A rain drops
- ☐ B water
- ☐ C hurricanes
- ☐ D people

3) Which word can also describe hurricanes?

- ☐ A safe
- ☐ B harmless
- ☐ C rain
- ☐ D dangerous





Listening: CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

Directions: Listen to the questions and possible answer choices. The questions will be read only once.

1) What is the passage mostly about?

- ☐ A A boy learning to share
- ☐ B Two friends going to the park
- ☐ C A boy learning to ride a scooter
- ☐ D A boy making a toy plane

2) Which words from the passage tell about the setting?

- ☐ A Matt suddenly felt bad.
- ☐ B He looked around the park.
- ☐ C Matt's friend Evan ran up.
- ☐ D Let's try the plane.

3) Which word can be used instead of Matt in the sentence:

Matt rode his scooter.

- ☐ A They
- ☐ B She
- ☐ C It
- ☐ D He





Listening: CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.R.1-2.3

4. What did Matt do after he got bored with his scooter?

- ☐ A He sat down on the ground.
- ☐ B He played with his scooter some more.
- ☐ C He gave the scooter to his friend.
- ☐ D Matt asked Evan if he could play with the plane.

5. How did Matt feel when Evan gave him the plane?

- ☐ A Matt felt happy.
- ☐ B Matt felt bad.
- ☐ C Matt was disappointed.
- ☐ D Matt felt angry.

6. What was the lesson Matt learned?

- ☐ A Planes are the best toys.
- ☐ B It is important to be able to ride a scooter.
- ☐ C You always have to share if you want to have friends.
- ☐ D You never give your toys to your friends.





CCSS.ELA-Literacy SL.1.1.A, SL.1.2

GC1.A2.ToM.L.1-2.3

Directions: Listen to the questions and possible answer choices. The questions will be read only once.

1) How many sides does the red sign have?

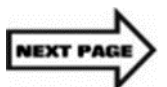
- ☐ A Four
- ☐ B Six
- ☐ C Eight
- ☐ D Five

2) Where is Laura's family going?

- ☐ A to the bus stop
- ☐ B to see their aunt's baby
- ☐ C to the game
- ☐ D to school

3. Which word from the passage tells what **she** means?

- ☐ A Aunt Rosa
- ☐ B Laura
- ☐ C family
- ☐ D Daniel





CCSS.ELA-Literacy SL.1.1.A, SL.1.2

GC1.A2.ToM.L.1-2.3

4) What is the passage mostly about?

- ☐ A using clues to name signs
- ☐ B using clues to name babies
- ☐ C sharing toys in a game
- ☐ D being a good friend

5) Which words from the passage tell what **they** means?

- ☐ A stop signs
- ☐ B Aunt Rosa and her new baby
- ☐ C Laura's family
- ☐ D to school

6) What will Laura and Daniel probably do next?

- ☐ A go into the hospital
- ☐ B go home
- ☐ C find more signs
- ☐ D eat lunch





CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

1) Where do you think the story takes place?

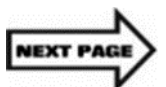
- ☐ A at the park
- ☐ B In the backyard
- ☐ C in Kamil's home.
- ☐ D at the pet store

2) Why was Kamil excited at the beginning of the passage?

- ☐ A Kamil was going to Disney World
- ☐ B Kamil's dog Lucy was going to have puppies
- ☐ C Kamil and his dad watched his dog Lucy sleep
- ☐ D Kamil went to bed

3. How was Lucy taking care of her puppies?

- ☐ A Lucy was playing with them.
- ☐ B Lucy was licking them.
- ☐ C Lucy was feeding them.
- ☐ D Lucy was looking at them





4. What is the story mostly about?

- ☐ A Kamil and his dad watching TV
- ☐ B Kamil playing with his dog Lucy
- ☐ C Kamil sleeping in his soft bed
- ☐ D Lucy having puppies

5. Who made the squeaking noises?

- ☐ A Lucy
- ☐ B Kamil
- ☐ C The puppies
- ☐ D Kamil and his dad

6. In the passage, what does the word **He** refer to?

- ☐ A dogs
- ☐ B Lucy
- ☐ C puppy
- ☐ D Kamil





CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

1. The Liberty Bell is a symbol of which country?

- ☐ A France
- ☐ B The United States of America
- ☐ C Guatemala
- ☐ D Brazil

2. Why did people ring the Liberty Bell?

- ☐ A To tell the time
- ☐ B To tell children it was time for school
- ☐ C To call people together
- ☐ D To tell people it was time for bed

3. What happened to the Liberty Bell soon after it was made?

- ☐ A It cracked
- ☐ B It was stolen
- ☐ C It fell
- ☐ D It stopped ringing





1. What animal is this passage about?

- ☐ A The robin
- ☐ B The bald eagle
- ☐ C The elephant
- ☐ D The bird

2. How does this passage describe bald eagles?

- ☐ A Small and weak
- ☐ B Red, white and blue
- ☐ C Big and strong
- ☐ D Pink and skinny

6. Where can you see pictures of bald eagles?

- ☐ A Coins
- ☐ B Dollar bills
- ☐ C Both A and B
- ☐ D None of these are correct





CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

1. What animal is this passage about?

- ☐ A The robin
- ☐ B The bald eagle
- ☐ C The elephant
- ☐ D The American Alligator

2. What kind of animal is the American alligator?

- ☐ A A mammal
- ☐ B A reptile
- ☐ C A bird
- ☐ D A dinosaur

3. How does this passage describe the American Alligator?

- ☐ A Reptiles have sharp teeth
- ☐ B Reptiles are large and green
- ☐ C Reptiles have hair on their skin and are warm-blooded
- ☐ D Reptiles have scales on their skin and are cold-blooded

4. Listen to this sentence again: **Alligators eat fish, turtles, birds and other small animals.** What does this information tell us about alligators?

- ☐ A Alligators eat mostly plants
- ☐ B Alligators eat mostly meat
- ☐ C Alligators eat both meat and plants
- ☐ D Alligators are always hungry





CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

1. What is the sun?

- ☐ A A ball of fire and gas
- ☐ B A star
- ☐ C Both A and B
- ☐ D None of these are correct

2. According to the passage, what does the sun give the Earth?

- ☐ A Heat and light
- ☐ B Fire and gas
- ☐ C Rivers and trees
- ☐ D People and animals

3. According to this passage, why is the sun important?

- ☐ A The sun is big and bright
- ☐ B The sun is actually a star
- ☐ C Living things need heat and light
- ☐ D People like the sun

4. Listen to this sentence again: **The Sun is a star that is close to Earth.** What does this information tell us about the location of the sun?

- ☐ A The sun is close to Jupiter
- ☐ B The sun is extremely hot
- ☐ C People need the sun to live
- ☐ D The sun is near Earth to give light and heat





CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

1. What is the passage mostly about?

- ☐ A bones
- ☐ B staying healthy
- ☐ C doctors
- ☐ D arms, legs and knees

2. According to this passage, what is a skeleton?

- ☐ A Your skull
- ☐ B A Halloween decoration
- ☐ C the set of bones in your body
- ☐ D Exercise and drink milk

3. How does this passage describe your bones?

- ☐ A They make food for your body
- ☐ B They help your brain think
- ☐ C They hold up your body and give it shape
- ☐ D The set of bones in your body

4. Listen to this sentence again: **Be sure to exercise and drink lots of milk.** What does this information tell us about bones?

- ☐ A Bones are strong
- ☐ B Bones are white
- ☐ C You can take care of your bones by exercising and drinking milk
- ☐ D Bones will break





CCSS.ELA-Literacy SL.1.1.A, SL.1.2
GC1.A2.ToM.L.1-2.3

1. What does the text say covers most of our planet?

- ☐ A salt
- ☐ B water
- ☐ C oxygen
- ☐ D dirt

2. This text describes fresh water and salt water. Which type of water covers most of our planet?

- ☐ A Dirty water covers most of our planet
- ☐ B Salt water covers most of our planet
- ☐ C Fresh water covers most of our planet
- ☐ D Fresh water is the best

3. What is the main lesson of "**We Need Fresh Water**"?

- ☐ A Never waste fresh water because we need it to live
- ☐ B It's okay to waste salt water
- ☐ C Fresh water can be found in rivers and streams
- ☐ D Salt water tastes terrible

4. Listen to this sentence again: **People, animals and plants need fresh water to live.** What does this information tell us about why it's important to use fresh water carefully?

- ☐ A People don't drink salt water
- ☐ B If we waste fresh water, people, animals and plants could die
- ☐ C If we waste fresh water, people can't go swimming
- ☐ D If we waste fresh water, people will need to move to the ocean

