

Dear Educator,

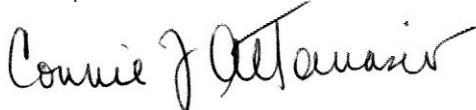
Thank you for your interest in our instructional series **Getting Ready For The NYSESLAT and Beyond**. We are extremely proud of the success we have had publishing instructional test preparation materials. Our latest series is available for grades K, 1, 2, 3, 4, 5, 6, 7, 8 and 9-12. This series offers **separate books for grades K-8**. Our brand new full color edition for Kindergarten has just been published.

The following new features distinguish this series from our former publication:

- A **CD for the Listening Sections** of the NYSESLAT and ELA transitional material (Grades 1-12).
- **Transition material provided** for intermediate level **English Language Learners** in grades 3-8 for students who have been enrolled in school for more than one year and must take the English Language Arts (**ELA**) tests
- An **expanded instructional strategies** section for each of the language modalities, listening, speaking, reading, and writing
- **Activities for teachers** that **go beyond traditional test preparation** and are designed to be part of their regular instructional program

Once you have ordered the program, please read through the introductory section of your Teacher's Manual to better understand the new format and ideas presented in this book. Together let's move our students **BEYOND** and help them to be successful in a supportive learning environment.

Your partner in education,



Connie J. Attanasio
President



For the Teacher

Every section of the **Teacher's Manual** begins with a list of skills the student needs to know and be able to do in order to be successful in each component of the **NYSESLAT (K-9/12)** and/or **ELA (3-8)** tests.

- b. Record tapes in which the teacher and another adult role-play ordering in a restaurant, telephone conversations, or dinner conversations.
 - c. Purchase tapes for developing listening skills for English Language Learners.
3. Teacher should title and level the listening tapes for beginning, intermediate, and advanced English Language Learners by considering the complexity of the grammar, vocabulary, and length of the passage.
 4. Teacher prepares a listening lab journal for each student.

During

1. Teacher selects one tape to model with students. On the board the teacher writes the date and the title of the listening passage. The teacher asks the students to listen carefully as he/she plays a tape.
2. Teacher plays the tape and asks the students what the conversation was about. Teacher and students together write a summary of the conversation on the board.
3. After the teacher models this activity, he/she sets aside time daily for students to go to the listening lab. For beginning English Language Learners, the teacher should have the students listen to beginning-level passages for 10 minutes daily. As students become more advanced, the teacher should slowly extend the time and the complexity of the passages over the course of the year.
4. Teacher may execute this activity in two ways by either having the students choose the tape from their listening level or by choosing the tape for the students.
5. In their listening lab journals, the students write the date, the title of listening passage, and a summary of what the passage was about. The teacher may also choose to have students draw a picture about the listening passage.

Objective: listen to and follow directions based on map directions.

Activity: *Map Madness*

Before

1. Teacher collects a variety of maps from zoos, parks, simple road maps, and community maps. The teacher laminates the maps and gathers erasable markers.
2. Teacher chooses a skill (or skills) from the **know and do** section above to be developed through the instructional activity. Teacher writes short directions and prepares questions that will provide practice in the development of the identified skill for each map. (e.g. "Susie started at the zoo entrance and turned right at the polar bears. Susie kept walking. What animal did Susie pass after the monkeys?")



Listening

The student needs to know and be able to do the following:

- listen to questions and choose the appropriate graphic image.
- listen to short scenarios with follow-up questions and choose the appropriate graphic image.
- listen to short scenarios with follow-up questions and choose the appropriate written response.
- listen to questions and identify directional and sequential phrases, i.e. next to, in front of, behind, first, then, finally, etc.
- choose among appropriate responses that may include idiomatic phrases, number and symbols, i.e. "12," "twelve," and "dozen."
- distinguish between useful and extraneous information.
- listen to and follow directions.
- listen for prolonged periods of time.

Teachers can provide learning activities to foster development of these skills by having students:

Objective: listen to tapes that depict real life situations such as ordering in a restaurant, interviews, speeches, etc. in a classroom listening lab to increase listening comprehension and endurance.

Activity: *Listening Lab*

Before

1. The teacher creates a classroom listening lab by placing a table and two or three chairs in a quiet corner of the room. The teacher places a tape player with headsets in the listening center and a variety of tapes.
2. The teacher collects or creates tapes that depict real life situations to place in the listening center. This may be done in a variety of ways.
 - a. Record interviews, speeches, or news reports from radio or television programs that are age, grade, and content appropriate for students.

Three **Instructional Strategies** are provided for each component. Step by step instructions are given for teachers to implement the activities successfully.

Standards + Progress Chart

to inform instruction

ESL AND ELA STANDARDS

Performance Indicators are included for each component enabling teachers to ensure that their instructional program is aligned with the standards.

ESL STANDARDS AND PERFORMANCE CHART

SECTION	STANDARD	PERFORMANCE INDICATORS
Sentence Reading	1 Students will listen, speak, read, and write in English for information and understanding	1 Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 16 Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.

Source: emsc32.nysed.gov/osa/nyseslat/Itemmap/home.htm

ELA STANDARDS AND PERFORMANCE CHART

SECTION	STANDARD	PERFORMANCE INDICATORS
Word/Sentence Reading	3 Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> Listen to identify elements of character, plot, and setting to understand the author's message or intent. Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud.

Source: www.emsc.nysed.gov/3-8/ela-sample/gr3-sg.pdf

INDIVIDUAL PROGRESS CHART

Each book includes an individual progress chart for teachers and students to track and monitor student progress on every item. Careful analysis can inform instruction. Items are scored using rubric scale scores or coded items.

KEY

AP = Author's Purpose
DC = Drawing Conclusions
FD = Fact/Detail
FL = Figurative Language
INF = Inference
MC = Meaning In Context
MI = Main Idea
ML = Moral/Lesson
PK = Prior Knowledge
PRE = Prediction
PS = Problem Solving
PW = Picture/Word I.D.
SEQ = Sequence
WM = Word Meaning

Listening 4: Transitional Listening (Circle incorrect responses. Items 4, 8 circle score 2, 1, 0.)

Pg.	Item	Type	Pg.	Item	Type	Pg.	Item	Type	Pg.	Item	Type
58	1	MI	3	FD	61	5	FD	7	7	SEQ	
	2	AP	4	2, 1, 0		6	FD	62	8	2, 1, 0	

Reading (Record the number of correct responses in each skill section.)

Pages	Skill	Total	# Correct
65-67	Graphic with a Written Response	9	
71-73	Question with a Graphic response	9	
77	Scenario with a Graphic Response	3	

Reading 4: Passages (Circle the incorrect response.)

Page	1	2	3	4	5
81	MI	MC	FD	FD	FD
83	FD	FD	MC	INF	FD
85	FD	FD	INF	WM	PRE
87	MI	MC	FD	INF	FL
89	FD	INF	INF	INF	INF
91	MI	MC	FD	FD	INF
93	MC	MC	FD	FD	INF
95	AP	MC	FD	INF	INF
97	FD	INF	WM	FD	FD
99	MI	INF	MC	FD	AP
102	INF	FD	MC	INF	INF

Reading 5: Transitional Reading (Circle the incorrect response.)

Page	1	2	3	4	5
105	DC	SEQ	PS	DC	SEQ
107	FD	SEQ	FD	AP	MI
110-111	INF	ML	FD	FD	SEQ
113-114	FD	FD	MC	SEQ	AP

Writing Conventions (Record the number of correct responses in each skill section.)

Pages	Skill	Total	# Correct
116-118	Spelling with Graphic Cues	9	
121-126	Which Sentence is Correct?	24	
129-137	Using Correct Syntax	36	

Transitional Writing
(Use Rubric, enter 3, 2, 1, or 0 for each question.)

Pg.	Item	Score
183	1	
	2	
184	3	
	4	
185	5	
	6	
186	7	
	8	
187	9	
	10	

Pre-Writing

Pg.	Graphic Org. (2, 1, 0)	Pg.	Graphic Org. (2, 1, 0)	Pg.	Narrative (4, 3, 2, 1, 0)
140		141		142	
144		145		146	
148		149		150	
152		153		154	
156		157		158	
160		161		162	
		165		166	
		169		170	
		173		174	
		177		179	

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Speaking uses NYSESLAT format

GRADE 1



SPEAKING Repeat and Read Aloud

Teacher says: "Listen to the words and sentences and read them. Then say the words aloud."

Instructional Note: Remind students to listen carefully. If they struggle or say nothing, help them visually by pointing to yourself as you say the phrase and then point to them and ask them to repeat what you said.

1. the book
2. fast car
3. yellow sun
4. little girl
5. good food
6. green leaves
7. blue sky
8. too much
9. bumpy road
10. apple pie

SCORE

TRACK STUDENT SCORES BY ITEM

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GRADE 3



SPEAKING Sentence Completion

Teacher says: "Listen to the words and read them. Then look at the picture. Use the picture to choose your words and finish the sentence."

Instructional Note: Remind students to take their time, to study the picture, and to use vocabulary from the picture. If they struggle with a response, have them repeat what you said and add on to the end of it, rather than just saying the ending. This may help them grammatically and start them speaking.

1. After school the girls



ALL DIRECTIONS INCLUDED IN THE TEACHER'S MANUAL

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GRADE 5

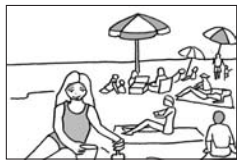


SPEAKING Storytelling

Teacher says: "Look at the three pictures below. The pictures tell us a story. Tell what happened first, what happened next, and then what happened last."

Instructional Note: Remind students to use words from each picture. Encourage them to use the words first, next, and last at the beginning of their sentences and to point to each picture (in order) as they are speaking.

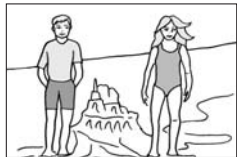
First



Next



Last



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ADDITIONAL TEACHING TIPS INCLUDED

STUDENTS PRACTICE REAL TEST FORMAT

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GRADE 7



SPEAKING Social Interaction

Teacher says: "I will say something to you. Listen and then answer. Say something back to me."

1. What's your favorite TV show?
2. When I was skating I fell and broke my arm.
3. Do you know what time gym starts?
4. I'm going home after school.
5. When are you going for extra help?
6. Tom is my friend.
7. What am I supposed to do with this pack of crayons?
8. Stop stepping on my jacket.
9. What did your dad say about your project?
10. Can you call me at 8:00 in the morning and wake me?

SCORE

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Speaking task with dual prompt

GRADE 1



SPEAKING Picture Description

Directions: Look at the picture. Listen to the question about the picture and then answer the question. Make sure that you answer both parts of the question.

2. What are they doing and why?



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GRADE 2



SPEAKING Picture Description

Directions: Look at the picture. Listen to the question about the picture and then answer the question. Make sure that you answer both parts of the question.

6. What is happening and what will happen next?



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GRADE 4



SPEAKING Picture Description

Directions: Look at the picture. Listen to the question about the picture and then answer the question. Make sure that you answer both parts of the question.

10. What is going to happen and what are the girls thinking?



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GRADE 6



SPEAKING Picture Description

Directions: Look at the picture. Listen to the question about the picture and then answer the question. Make sure that you answer both parts of the question.

6. What is happening and what will happen next?



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Listening uses NYSESLAT format

GRADE 1

LISTENING Initial Sounds

Teacher says: "Listen to the question. I will read it two times. Fill in the circle under the correct answer."

Teacher says: "Look at number 1. What is the first sound in the word toy? What is the first sound in the word boy?"

1.

b

A

d

B

t

C

Teacher says: "Look at number 2. What is the first sound in the word joke? What is the first sound in the word home?"

2.

g

A

j

B

h

C

Teacher says: "Look at number 3. What is the first sound in the word hello? What is the first sound in the word help?"

3.

g

A

j

B

h

C

Teacher says: "Look at number 4. What is the first sound in the word for? What is the first sound in the word far?"

4.

f

A

r

B

p

C

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GRADE 2

LISTENING Scenario with a Graphic Response

Teacher says: "Listen to the question. Look at the three pictures and listen to the story. Fill in the circle under the correct answer."

Teacher says: "Look at number 4. Which picture shows what the man put in the box? Now listen. 'The man put his old clothes in a box. Then, he put the box in the trunk of his car.' Which picture shows what the man put in the box?"

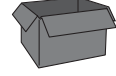
4.



A



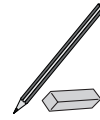
B



C

Teacher says: "Look at number 5. Which picture shows what Julia needed for school? Now listen to the teacher. 'Julia, you still need two pencils and an eraser. You already have your notebook and pens.' Which picture shows what Julia needed for school?"

5.



A



B



C

Teacher says: "Look at number 6. Which picture shows what Ivan did after school? Now listen to Ivan. 'The teacher told us that we were going on a trip tomorrow. It's supposed to be cold out, so my mom took me to the store to buy a new jacket.' Which picture shows what Ivan did after school?"

6.



A



B



C

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GRADE 6

LISTENING Scenario with Graphic Cues

Teacher says: "Look at number 1. 'Today we are going to be doing research for our rain forest reports. I'm sure everyone already knows that you can't eat or drink in the computer room. You should bring your notebooks in case you want to take notes.'"

5. What are you not allowed to bring to the computer room?



A



B



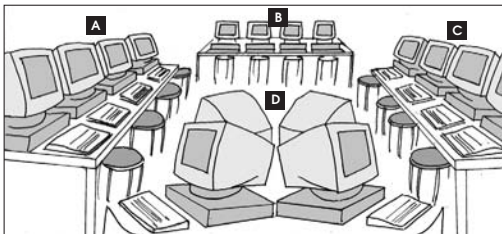
C



D

Teacher says: "Look at number 2. Everyone who is doing research on team 1 should sit at the computers on the left wall. Team 2, please sit at the computers on the back wall. Team 3, please sit at the computers in the center part of the room. Team 4 should sit at the computers on the right wall of the room."

6. What computer table will team 3 sit at?



A B C D

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GRADE 8

LISTENING Scenario with a Written Response

Teacher says: "Listen carefully to the question and the answers. Then listen to the passage. Fill in the circle next to the correct answer."

- With whom does Terry have to go to the mall?
 - A Janice
 - B Mom
 - C Fred
 - D Bob
- How much is a two topping pizza?
 - A \$9.99
 - B \$10.99
 - C \$11.99
 - D 1 dollar

Teacher says: "Now listen. 'I thought you were going to meet Janice at the mall. Isn't Bob going with her?' Terry, you can go as long as your brother, Fred, goes with you.' With whom does Terry have to go to the mall?" (Fact/Detail)

Teacher says: "Now listen. 'I love Pizza Hut pizza. I always ask for extra cheese and pepperoni. Now they have a special deal. A pizza with one extra topping is \$9.99. But if I want 2 toppings it's 1 dollar more.' How much is a two topping pizza?" (Problem Solving)

- Who is Gloria's team mate for the project?
 - A Raif
 - B Team 2
 - C Ana
 - D Lynette
- Where did the ball go after it hit the window?
 - A home
 - B in the living room
 - C under the truck
 - D Dennis threw the ball.

Teacher says: "Now listen. 'Class, today you will get your midterm assignments. You will be grouped with a partner and you will present your project at the end of the month. Edison is partnered with Raif and you will be team 1. Ana and Gloria are team 2. Clara and Lynette are team 3. Shaniqua and Talia are team 4.' Who is Gloria's team mate for the project?" (Fact/Detail)

Teacher says: "Now listen. 'We were playing stickball in the street today. I was up to bat. Dennis threw the ball and I swung at it. I hit it so hard that it hit the car's window and rolled under the truck. I think I can reach it with the stick. If not I'll go get another one at home.' Where did the ball go after it hit the window?" (Sequence)

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Transitional Listening uses ELA format

GRADE 3



TRANSITIONAL LISTENING

1. What is this story mostly about? *(Main Idea)*
- A a bird named Mork who talks a lot
 - B a girl who trains her pet birds to talk
 - C bringing a sick bird to the vet
 - D very boring pet birds
2. The author of this story wrote this passage to *(Author's Purpose)*
- A persuade you to buy a talking bird.
 - B give her opinion about why talking birds are the best pets.
 - C to entertain you with true stories about her talking birds.
 - D to give you information about where to buy talking birds.

3. The author of the story teaches her pet birds to talk. *(Fact/Detail)*

Teaching a Bird to Talk

It takes a lot of time.	It takes a lot of patience.	_____
-------------------------	-----------------------------	-------

- Which sentence best completes the chart?
- A You need to change the tone of your voice.
 - B You need to buy many talking birds.
 - C You need to go to school to learn how to teach a bird to talk
 - D You need to work with the bird every day.
4. At the end of the passage, the author says, "Birds boring? Hardly!" What does she mean by this statement? Use one example from the passage in your answer
- _____

Sample Response: The author of the story does not think that birds are boring. She thinks her birds are funny. Sometimes they mix up words that they have learned. They copy things that people say and repeat them.

Rubric Scale: **2, 1, 0**

Note: See English Language Arts Scoring Guide for Grade 3 at www.emsc.nysed.gov/3-8/ela-sample/gr3-sg.pdf

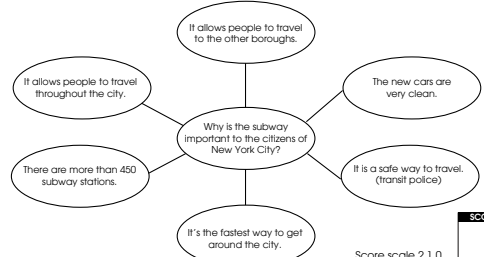
SCORE

GRADE 4



TRANSITIONAL LISTENING/Writing

1. The New York Subway is important to Manhattan and the other boroughs. There are many positive aspects to the subway. Complete the web below with reasons why the subway is important to the citizens of New York City. Include positive aspects of the subway that you heard in the passage.



SCORE

Score scale 2,1,0

2. There are negative aspects to the subway as well. What are some of the negative characteristics of the New York City Subway system? Use details from the passage to support your answer. Write your answer below.
- _____
- _____
- _____

Sample response:

There are many negative aspects to the New York City Subway system. A subway ride can be bumpy, crowded and noisy. People push their way inside the cars. Sometimes, you have to stand because there are not enough seats. The trains rock and sway and the lights go on and off. A lot of the trains are covered in graffiti and there are a lot of crimes committed on the subway.

SCORE

Score scale 2,1,0

GRADE 5



TRANSITIONAL LISTENING

5. Jessie's parents won't let Jessie walk the dog alone. Her father says, "You're too little to walk that big dog." Her mother says, "You can walk him when you're bigger." Why did they say this? Explain **at least two** things that could happen if Jessie walked her dog by herself.

Sample Response:

1. The dog could get loose and run away.
2. The dog could pull Jessie down and hurt her.

Note: Teacher may identify other correct responses.

Rubric Scale: **2, 1, 0**

Note: See English Language Arts Scoring Guide for Grade 5 at www.emsc.nysed.gov/3-8/ela-sample/gr5-sg.pdf

SCORE

GRADE 7



TRANSITIONAL LISTENING

3. Explain how the author of this article attempts to convince the reader that Freddy Adu is a soccer superstar. Support your answer with details from the article.

Sample Response:

When Freddy was 10, the team traveled to an international tournament in Italy, where Freddy scored four goals in five games and won the Most Valuable Player award. An Italian professional league offered Freddy a contract to play soccer professionally. Freddy had drawn the interest of some of the soccer world's most important people. Bruce Arena, coach of the USA men's national team, noted, "He's strong, he's quick, he's agile. He's got good balance, and he's got great vision. This [player] may be our first superstar."

Rubric Scale: **2, 1, 0**

Note: See English Language Arts Scoring Guide for Grade 7 at www.emsc.nysed.gov/3-8/ela-sample/gr7-sg.pdf

SCORE



Reading uses NYSESLAT format

GRADE 1



READING Picture Identification

Teacher says: "Read the question. Look at the picture and read the answers. Fill in the circle under the correct answer."

1. What do you see?



- cat key keen
- A B C

2. What do you see?



- cup cap pack
- A B C

3. What do you see?



- mat must map
- A B C

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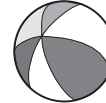
GRADE 2



READING Question with a Graphic Response

Teacher says: "Read the question. Look at the pictures. Fill in the circle under the correct answer."

7. Which one do you play with?



A



B



C

8. Which girl is smiling?



A



B



C

9. Which picture is a plane?



A



B



C

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GRADE 6



READING Passages

1. What kind of animal is a boa? *(Fact/Detail)*
- A It is a mammal.
 B It is prey.
 C It is a reptile.
 D It eats snakes.
2. Where do boas live? *(Fact/Detail)*
- A only in Mexico
 B only as far north as the United States
 C in grasslands and tropical forests
 D everywhere
3. What would you infer about a boa that lives in the trees? *(Inference)*
- A It likes to swing in trees.
 B It is a good tree climber.
 C It only eats leaves.
 D It is a snake.
4. What are some different kinds of boas? *(Fact/Detail)*
- A only anacondas
 B anaconda but not emerald
 C emerald but not anaconda
 D emerald and anaconda
5. What is the difference between a boa and other snakes? *(Inference/Analysis)*
- A They don't have any venom, instead they kill by squeezing their prey.
 B They have feet.
 C They only live in holes in the ground.
 D It is an anaconda.

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GRADE 7



READING Passages

Teacher says: "Read the poem carefully and answer the questions that follow. Fill in the circle next to the correct answer. Check your answers."

Hearst Castle

Guests, behold, if you will,
 William's Castle on the Hill
 Built on mountain, bay, and sky,
 Sir Prince of Print shall occupy.

No battles here, no soldiers slain,
 No captured palace to regain.
 Those Hollywood ladies and movie star gents
 Arrive for parties, not punishments.

They came to dance, to dine, to laugh
 with grazing zebra, tall giraffe,
 Picture them there—warm evenings in June,
 Kissed by a California moon.

In the kingdom carved with American joy—
 at the Castle of William, rich newspaper boy.

Castles. Old Stone Poems. Patric Lewis & Rebecca Kai Dotlich, 2006. Wordsong. Boyd's Mill Press.

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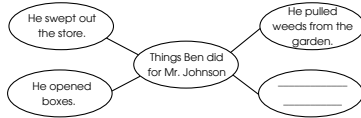
Transitional Reading uses ELA format

GRADE 3



TRANSITIONAL READING

- Why didn't Ben like to fish? *(Inference)*
 - A He wanted to play with his friends.
 - B He thought it was boring.
 - C He didn't like to fish with his brother and sister.
 - D He wanted to get a job instead.
- What is the meaning of "there is more than one way to catch a fish"? *(Moral/Lesson)*
 - A You can use different fishing poles.
 - B Many people use different methods to catch fish.
 - C There is more than one way to accomplish something.
 - D Fish are hard to catch.
- According to this passage, which statement is a fact? *(Fact/Detail)*
 - A Ben had a brother and a sister.
 - B Ben loved to go fishing.
 - C Ben's family went on a fishing trip every year during the winter.
 - D Ben doesn't like to eat fish.
- Using details from the story, complete the web with something Ben did for Mr. Johnson. *(Fact/Detail)*



- A He baited a fishing hook.
- B He shared his toys with him.
- C He cooked him dinner.
- D He put things on shelves.

GRADE 4



TRANSITIONAL READING/WRITING

- Mike trained Kipper to do a few things for him when he felt lazy. Using details from the story, complete the chart below with three tasks that Kipper does for Mike.

SCORE

Sample response:

- Kipper drags Mike's laundry bag downstairs for him.
- Kipper shuts off the light for Mike when he goes to bed.
- Kipper gets Mike the phone when he wants to make a call.

- How did Mike's training of Kipper help Meadow? Use details from the story to support your answer.

Sample response: While Meadow's mother and brother were at the dentist's office, Meadow fell out of her wheelchair and hit her head. She was very worried that she had to wait for help until they got home. Then, she remembered that Mike had trained Kipper to fetch the telephone. She instructed Kipper to get the telephone for her and he obeyed. She was then able to call her mother who came home immediately to help her.

SCORE

GRADE 5



TRANSITIONAL READING

- What is the setting for the events in the passage? *(Setting)*
 - A a classroom
 - B the gym
 - C Heather's house
 - D David's living room
- What was the main problem in the story? *(Problem)*
 - A The author liked David.
 - B David didn't like Heather.
 - C David's card was not for Heather but for his mom instead.
 - D David's card was for the author.
- Read the sentence from the passage. **"Of course, then I had to explain the whole mixed-up Mother-card thing. Grrr!"** In this sentence, why does the author use "Grrr"? *(Literary Device)*
 - A to show how happy she is
 - B because the author is hungry and her stomach is rumbling
 - C to show how frustrated the author is
 - D to show that she can growl like a dog
- Why did David look doubtful when the author asked him to make Heather a card? *(Inference)*
 - A He really didn't want to make her a card.
 - B He didn't think there was enough time to make her a card.
 - C He didn't like Heather that much.
 - D David was shy.
- What could be another title for this passage? *(Main Idea)*
 - A Glitter and Glue
 - B Heather's Without a Valentine
 - C David's Great Valentine
 - D The Valentine Mixup

GRADE 8



TRANSITIONAL READING/WRITING

Teacher says: "Read the story carefully and answer the questions that follow. Fill in the circle next to the correct answer. Check your answers."

Time Clock

Lilly woke up with a smile. It was Saturday and she started her new job at the movie theatre today. Her friend, Kevin, got her the job. He has worked there for a month and promised he would show her the ropes.

After lunch, Lilly's mom drove her to the movie theatre. When she got there, Ms. Reyes, her boss, showed her how to use the time clock by the office door. She took the card with her name on it and placed it into the slot on top of the clock. It printed 1:00 next to the date. "When you leave at five o'clock, put your time card in again and it will print the time you leave," Ms. Reyes said. "Now, let's find Kevin so he can show you what you will be doing."

Ms. Reyes led Lilly over to the concession stand. Kevin was behind the counter selling popcorn to a little girl. Kevin put the money into the cash register and looked up. "Hi Lilly, ready for your first day?" he asked with a grin. Lilly smiled back and nodded. "Kevin motioned for her to follow him. He showed her where all of the cups, straws, candy, and popcorn bags were. He also showed her how to use the cash register. "This seems pretty easy to me!" Lilly exclaimed.

Soon, a customer came up to the counter and ordered a soda and a bag of popcorn. Kevin showed Lilly how to use the soda machine. She filled the cup with ice and soda. Then, she took a popcorn bag and filled it with popcorn. "Would you like butter on the popcorn?" she asked the customer. "Yes, please," he said. Lilly pumped the handle and got butter all over her wrist. "Ouch!" she yelped. Lilly's face turned red as she wiped off her wrist and tried again to pump butter across the top of the popcorn. She handed the bag to the customer.



Writing uses NYSESLAT format

GRADE 1



WRITING CONVENTIONS Initial Sounds with Picture Cues

Teacher says: "Look at the picture and listen to a sentence and a question. Fill in the circle under the correct letter."

Teacher says: "Now look at number 2. This is a picture of leaves. Which letter begins the word leaves?"

1.



r

A

v

B

l

C

Teacher says: "Now look at number 3. This is a picture of a room. Which letter begins the word room?"

2.



r

A

m

B

l

C

Teacher says: "Now look at number 4. This is a picture of a pie. Which letter begins the word pie?"

3.



b

A

p

B

t

C

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GRADE 3



WRITING Prewriting

Directions: There are many things to do and many different places to go when you are in school. Look at the two pictures carefully. Answer the questions. This will help you later to write about school activities.



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GRADE 6



WRITING Using Correct Syntax

Teacher says: "Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake choose the correct answer. If there is no mistake choose, correct as is. Fill in the circle next to the correct answer."

25. Camels have two large hump where they store fat.

- A two large humps where they store fat
- B two large hump and they store fat
- C two large humps but they store fat
- D correct as is

26. Horses don't live in the ocean, does they?

- A does they
- B doing they
- C do they
- D correct as is

27. There are six major group of animal.

- A six major group of animals
- B six major groups of animal
- C six major groups of animals
- D correct as is

28. I would like to be a butterfly because them is beautiful.

- A a butterfly because it is beautiful
- B a butterfly because them are beautiful
- C a butterflies because they are beautiful
- D correct as is

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GRADE 7



WRITING Which Sentence is Correct

Teacher says: "Read the question and the four sentences. Fill in the circle next to the correct answer."

21. Which sentence is correct?

- A Sara was born in March 24 at 8:03 am.
- B Sara was born on March 24 at 8:03 am.
- C Sara was born at March 24 at 8:03 am.
- D Sara was born on March 24 on 8:03 am.

22. Which sentence is correct?

- A When Elliot was in Ecuador last May, he stayed at his grandfather's house.
- B When Elliot was in Ecuador last May, she stayed at his grandfather's house.
- C When Elliot was in Ecuador last May, he stayed at her grandfather's house.
- D When Elliot was in Ecuador last May, she stayed at their grandfather's house.

23. Which sentence is correct?

- A The desks were so far together that the space was very narrow.
- B The desks were so close together that the space was very wide.
- C The desks were so close together that the space was very narrow.
- D The desks were so far together that the space was very skinny.

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Writing New 07-08 performance format

GRADE 3

WRITING Prewriting

Directions: Do you spend a lot of time with your friends? Do you see them in school, in your neighborhood or at your home? What do you do when you're together? Look at the two pictures carefully. Answer the questions. This will help you later to write about things you can do with your friends.



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WRITING Prewriting

1. What are the children doing in the first picture?

2. What are the children doing in the second picture?

3. What types of things do you do with your friends?

SCORE

Score scale 2, 1, 0

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GRADE 5

WRITING Prewriting

Directions: Drawing, painting, writing, performing and other art forms give people a way to express their feelings and thoughts. Look carefully at the two pictures, and then answer the questions. This will help you write an essay later.



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WRITING Prewriting

1. What are some reasons students might choose to express themselves with the art form shown in the first picture?

2. What are some reasons students might choose to express themselves with the art form shown in the second picture?

3. Give examples of other art forms people might choose to express themselves.

SCORE

Score scale 2, 1, 0

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Transitional Writing uses ELA format

GRADE 3



TRANSITIONAL WRITING/EDITING

Teacher says: "This paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are 122 mistakes in spelling. Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it."

1. We celebrate many holidays. Holidays fall into different groups? Some

holidays celebrate heroes like **George** Washington. We also remember

events in history like **Independence** Day. There are days when we

honor family members (Mother's Day) and we also observe religious holidays such as

Easter (easter).

2. All that **Saturday** morning my mother and i spent the day cooking. When

we were done with that, we cleaned the entire house; The dinner table looked

great. We went upstairs to change for the party. **Finally**, **guests** all of our **Guests**

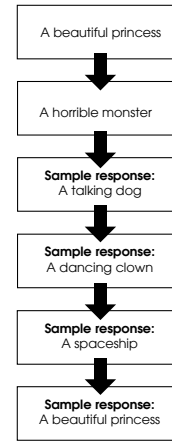
arrived.

GRADE 4



TRANSITIONAL LISTENING/WRITING

1. Meg begins to write many stories. Complete the chart below with the main characters in her stories.



Score scale 2,1,0



GRADE 5



TRANSITIONAL WRITING/EDITING

Teacher says: "This paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are 22 mistakes in spelling. Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it."

5. Do you know how crayons are made? There is two basic ingredients, paraffin wax and powdered pigment (color). Tanks that are heated store the wax. Pigments,

in pre-measured amounts, are added to the wax and **mixed** **mixes**. This mixture is poured

into crayon molds; **the** wax is then cooled using a water cooling system. Labels for

the crayons are **feed** **feeded** into a machine. A roller presses the labels against glue

and are wrapped around each crayon. The crayons are then packaged into

different size boxes and packages.

6. Construction of the Empire **State** **state** Building began in March of 1930 and was

completed **completely** 14 months later in May of 1931. At that time, the 102 story building

was considered the **tallest** **taller** building in the world. It is located on the site of the

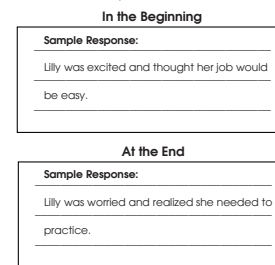
old Waldorf Astoria Hotel at 350 Fifth Avenue at 34th **street**. In 1930, it cost

GRADE 8



TRANSITIONAL READING/WRITING

6. Use the graphic organizer below to describe how Lilly felt about her job in the beginning and at the end of the story.



Score scale 2,1,0



7. On her first day, Lilly made some mistakes. Describe two of her mistakes and explain how she can improve with practice. Use details from the story to support your answer.

Sample Response: Lilly made a few mistakes her first day. She burnt herself with the popcorn butter and made the wrong change. Next time, Lilly should be more careful when she puts butter on the popcorn. Also, if she doesn't know how a machine works, she should ask someone. Lilly should also take her time when she counts change so that she gives back the correct amount.

Score scale 2,1,0





Speaking samples from grades 9-12

SPEAKING Sentence Completion

Directions: Listen to the following sentence. Look at the picture. Use the picture to help you complete the sentence.

7. After all the hard work and studying...



SCORE

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SPEAKING Storytelling

Directions: Look at the three pictures below. The pictures tell us a story. Tell what happened first, what happened next, and then what happened last.

3.

First



Next



Last



SCORE

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SPEAKING Picture Description

Directions: Look at the picture. Listen to the question about the picture and then answer the question. Make sure that you answer both parts of the question.

2. What is happening and why?



SCORE

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SPEAKING Social Interaction

Directions: The teacher will say something to you. Listen and then answer. Say something back.

11. My cousin is so smart.

SCORE

12. There are 2 floors in the high school.

13. I'll meet you at the end of the hall at 2:00 pm.

14. The midterm was so hard.

15. Stop that cart.

16. In the middle of the night, the alarm rang.

17. This year I had to get new clothes because I grew out of my old ones.

18. I shop at Sears.

19. I can't walk to the mall from here.

20. The post office is open after 6 today.

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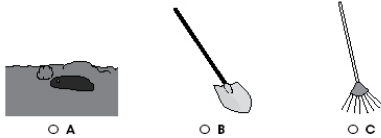


Listening samples from grades 9-12

LISTENING Question with a Graphic Response

Directions: Listen to the question. Look at the three pictures. Fill in the circle under the correct answer.

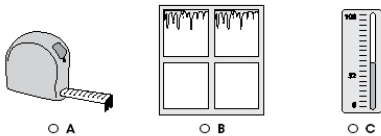
10. Which picture shows what you need to dig a hole?



11. Which picture shows an animal that is prey to a snake?



12. Which picture shows what you would use to measure the size of a window?



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LISTENING Scenario with a Written Response

Directions: Listen carefully to the question and the answers. Then listen to the passage. Fill in the circle next to the correct answer.

5. What day will Amira go to extra help?
- A Friday
 - B Thursday
 - C Monday
 - D Wednesday
6. What did they do after they measured the wall?
- A they marked the wall
 - B they measured the wall
 - C they drilled a hole in the wall
 - D they climbed on the ladder
7. How many notebooks do I need this year?
- A 6
 - B 2
 - C 10
 - D 8
8. What will Marisol and Claudia have to do now?
- A shoot hoops
 - B move off the gym floor
 - C put on their uniforms
 - D cheer for the other team

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LISTENING Scenario with Graphic Cues

Directions: Look at the large picture then read the sentences below it, while listening as it is read out loud. Listen to the question. Then listen to the person talking. Read the questions and look at the pictures. Fill in the circle below the correct answer for each question.

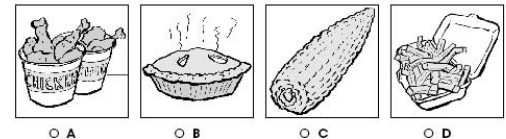


Tim's dad has asked Tim to pickup dinner for the family as well as his uncle's family who are visiting from out of town. Tim's dad gave him \$30 to pay for the food. His dad told him not to buy any drinks since they had soda and juice at home for everyone.

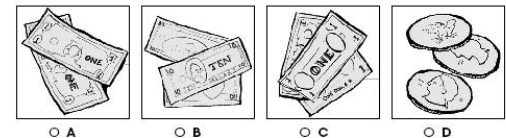
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LISTENING Scenario with Graphic Cues

3. What does Timothy order first?



4. How much change will Timothy get back?



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READING Passages

Directions: Read the passage carefully and answer the questions that follow. Fill in the circle next to the correct answer. Check your answers.

Food Cycles

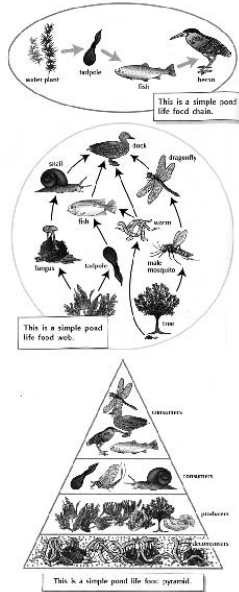
Food chains, food webs, and food pyramids are ways of showing how living things in a natural habitat are linked by feeding.

Food chains show how two or more living things are linked by feeding. Seaweed is food for small fish. The small fish is food for a bigger fish. This is a simple food chain.

Food webs are used to show all the food chains in a particular habitat. Food webs often look very messy, with links crossing over each other. A complete food web shows all the plants, plant eaters, meat eaters, and decomposers that live in a habitat. Complete food webs can be quite complex.

Food pyramids are narrow at the top and wide at the bottom. Meat eaters are at the top of a food pyramid, because they exist in the smallest numbers. Plant eaters are shown on the next level down, and plants are below the plant eaters. If decomposers are shown, they are put at the bottom of a pyramid. There are more decomposers in a habitat than producers and consumers.

The Food Cycle, Cheryl Jakob Smart Apple Media, 2007.



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READING Passages

- According to the passage, what do big fish eat?
 - A Seaweed
 - B Herons
 - C Worms
 - D Smaller fish
- What might happen if the food source for a heron in a simple pond life food chain disappears?
 - A The heron can become extinct.
 - B The fish will eat the heron.
 - C The duck eats the fish.
 - D Water plants will grow quickly.
- What do food webs show?
 - A What a male mosquito eats
 - B All the food chains in a particular habitat
 - C Only plant eaters
 - D Food webs can be complex.
- How are food pyramids similar to food webs?
 - A They both show all animals.
 - B They both show only plants.
 - C They both show consumers and producers.
 - D They are the same shape.
- What could be another title for this piece?
 - A A Fish in a Pond
 - B How Birds Eat Fish
 - C All the Animals in the Pond
 - D The Hierarchy of Life

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READING Passages

Directions: Read the poem carefully and answer the questions that follow. Fill in the circle next to the correct answer. Check your answers.

Just arrived, 1980

- 1 Sweet taste of multicolors and
- 2 summer songs
- 3 in New York.
- 4 The ice cream truck
- 5 sings the Merengue
- 6 song I heard in the DR*
- 7 five hours ago
- 8 and confuses my childhood.
- 9 Dominican fears: Am I really here?
- 10 The corner is full of Dominican men
- 11 beer bellies and silk socks
- 12 dress shoes and shorts...
- 13 Am I really here?
- 14 Mami asks me if I want some helado**.
- 15 "What do I want?"
- 16 Whatever she buys.
- 17 Dollars are hard to come by for Mami
- 18 in New York;
- 19 that much I know.
- 20 The afternoon lingers on:
- 21 Mami says it's nine o'clock.
- 22 But there's still light in the sky. I see no moon, no darkness to put me to sleep:
- 23 It's always dark at 9 in the DR.
- 24 I am in NY.

*DR stands for Dominican Republic
**helado means ice cream

By Jocelyn Santana

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READING Passages

- What do the words **lingers on** mean?
 - A Hangs on
 - B Hangs off
 - C Takes off
 - D Lies often
- According to the poem, how are the Dominican men dressed?
 - A In bathing suits
 - B In jeans and sneakers
 - C In silk socks, dress shoes and shorts.
 - D In silk socks, shoes and jeans.
- How does the author feel in the poem?
 - A Amused
 - B Confused
 - C Pleased
 - D Desperate
- What does the author know about Mami?
 - A Mami is not rich.
 - B Mami is small.
 - C Mami is her aunt.
 - D Mami has a lot of money.
- How is NY different from the author's home?
 - A There are no Dominican men.
 - B It remained light out after at 9 pm.
 - C They don't sell ice cream in NY.
 - D Only NY plays Merengue music.

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Writing samples for grades 9-12

WRITING Spelling with a Graphic Cue

Directions: Look at the picture. Read the question and three answers. Fill in the circle under the correct answer.

7. What word goes with the picture?



- chest cest chess
 A B C

8. What word goes with the picture?



- hair air heir
 A B C

9. What word goes with the picture?



- speer spear spar
 A B C

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WRITING Usage

Directions: Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose 'correct as is.' Fill in the circle next to the correct answer.

13. I have two brothers whose names are Rajwinder and Harwinder.

- A who
 B who's
 C his
 D correct as is

14. New Year's Eve is on monday, december 31.

- A Monday, December 31.
 B monday, December 31.
 C Monday, december 31.
 D correct as is

15. Five parents forgot his tickets to the play.

- A her
 B their
 C there
 D correct as is

16. Should she wear his shoes or sandals to go hiking?

- A hers
 B she
 C her
 D correct as is

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WRITING Prewriting

Directions: Healthy living means different things to different people. The choices we make can affect our health in different ways. Look carefully at the two pictures, and then answer the questions. This will help you write an essay later.



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WRITING Prewriting

1. What are some ways that the person in the first picture is living a healthy lifestyle?

2. What are some ways that the person in the second picture is living a healthy lifestyle?

3. Explain how choices that people make affect their health.

SCORE

Score scale 2, 1, 0

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