

ELPAC Skill  
Builders  
Grades 3-5



# Reading Domain



Read and  
Choose a  
Sentence



Read and Choose a Sentence #1



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1. Look at the picture. Choose the sentence that matches the picture.
  - a. The dog is jumping on the turtle.
  - b. The children are playing outside.
  - c. The cat is fighting with the dog.
  - d. The girl and the baby are playing in their bedroom.



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2. Look at the picture. Choose the sentence that matches the picture.
- The farmer is taking his cow to the barn.
  - The horse is pulling the farmer's cart full of hay.
  - The dog is helping the farmer with the horses.
  - The barn is full of noisy animals.



Read and Choose a Sentence #2



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1. Look at the picture. Choose the sentence that matches the picture.
  - a. The children are playing at the park.
  - b. The children are eating a picnic in the park.
  - c. The people are eating lunch in the cafeteria.
  - d. The children are laying down on a blanket in the living room.



2. Look at the picture. Choose the sentence that matches the picture.
- a. The children are playing catch in the field.
  - b. The boy and girl are playing on the playground.
  - c. The children are looking at the butterflies.
  - d. The butterflies are sitting on the tree.

# Read a Student Essay



Grades 3-5

Read a Student Essay: Practice #1

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 1 through 6.

- 1 In my opinion, students should be allowed to bring hot chips to school to eat at recess for many reasons. First, sometimes students are hungry before lunch time and they want to eat something for snack. The school doesn't give any snacks at recess time so kids should be allowed to bring whatever they want to eat since they are bringing it from home.
- 2 Another reason students should be allowed to bring hot chips to school is that sometimes the kids don't like the lunch that the school has. If they don't bring their own food, then they will be hungry all day long. If their parents wants to give them hot chips then they should be allowed to eat it. At least then they won't be hungry all day long.
- 3 Even though some people say hot chips aren't healthy, I still think we should be able to eat them. We are kids and we should not have to only eat healthy food all the time. Besides, we exercise at recess and at PE so it's okay if we eat a little bit of unhealthy food.
- 4 There are a lot of rules at school that are important to protect kids and keep them safe. Eating hot chips doesn't really hurt anyone so I think it is a silly thing to make a rule about. I think the school should allow kids to it whatever they want for a snack.

**1. What is the main idea of the essay?**

- a. Hot chips are not healthy.
- b. The school food doesn't taste good.
- c. Students should be allowed to bring hot chips for a snack.
- d. The school should serve hot chips with the lunch.

**2. First, read the definitions for the word protect.**

**protect** v. **1.** to keep safe from harm or injury **2.** to try to stop opponents from scoring at your goal **3.** to provide a shield **4.** to save from financial loss

**Now read this sentence from paragraph 4.**

There are a lot of rules at school to protect kids and keep them safe.

**Which definition BEST fits the meaning of the word protect in the sentence?**

- a. Definition 1
- b. Definition 2
- c. Definition 3
- d. Definition 4

**3. Read this sentence from paragraph 3.**

Besides, we exercise at recess and at PE so it's okay if we eat a little bit of unhealthy food.

**What is another way of stating this idea?**

- a. Hot chips are a healthy food to eat.
- b. Since students are active, eating a little unhealthy food won't hurt them.
- c. Students get a lot of exercise while they are at school.
- d. It doesn't matter if kids eat healthy food or not.

**4. Which sentence BEST explains why the author thinks students should be able to bring hot chips to eat at lunch?**

- a. Another reason students should be allowed to bring hot chips to school is that sometimes the kids don't like the lunch that the school has.
- b. If they don't bring their own food, then they will be hungry all day long.
- c. If their parents wants to give them hot chips then they should be allowed to eat it.
- d. At least then they won't be hungry all day long.

**5. Read this sentence from paragraph 2.**

If their parents wants to give them hot chips then they should be allowed to eat it.

**Choose the correct option to replace the underlined word.**

- a. wanting
- b. want
- c. did want
- d. are wanting

**6. Which statement is MOST LIKELY true?**

- a. The student likes to play at recess.
- b. The student likes eating hot chips.
- c. The student does not like to eat hot chips.
- d. The student likes the school lunch.

Grades 3-5

Read a Student Essay: Practice #2

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 1 through 6.

- 1 In my opinion, the school should take students on more field trips to museums. We usually only get to went on one field trip each year, and I don't think that's enough. One reason we should go on more museum trips is that it is fun to go off campus with your class. It let's your class become better friends with each other when you go somewhere fun together.
- 2 Another reason we should go on more museum field trips is that they help us learn. At museums there are lots of different educational things to see and do. I think we can learn even more at a museum than we can in a classroom. There are things in museums that we could never see in our school.
- 3 Museums also help make learning more fun. Reading about history or science in a text book can be really boring. When you go to a museum you get to see the history or the science and that is more interesting. Seeing the stuff in the museum helps students to understand what they are learning even more.
- 4 Field trips to museums can be expensive, because you have to get a bus and sometimes pay to go to the museum. I think that they are worth the money because when students go on a field trip to a museum that have a valuable learning experience.

**1. What is the main idea of the essay?**

- a. Field trips are expensive.
- b. Students should go on more educational field trips.
- c. Students should go on more walking field trips.
- d. Field trips are a waste of time.

**2. First, read the definitions for the word valuable.**

**valuable** *n.* **1.** worth a lot of money **2.** very useful or helpful **3.** Important and in a limited amount **4.** Important to someone in a personal way

**Now read this sentence from paragraph 4.**

I think that they are worth the money because when students go on a field trip to a museum that have a valuable learning experience.

**Which definition BEST fits the meaning of the word protect in the sentence?**

- a. Definition 1
- b. Definition 2

- c. Definition 3
- d. Definition 4

**3. Read this sentence from paragraph 3.**

Seeing the stuff in the museum helps students to understand what they are learning even more.

**What is another way of stating this idea?**

- a. Student understand things best when they read about them.
- b. Museums are better than teachers.
- c. Students do not understand the things they see in the museum.
- d. Visiting a museum can increase students' understanding of things they are learning.

**4. Which sentence BEST explains why the author thinks museums help students learn?**

- a. Another reason we should go on more museum field trips is that they help us learn.
- b. At museums there are lots of different educational things to see and do.
- c. I think we can learn even more at a museum than we can in a classroom.
- d. There are things in museums that we could never see in our school.

**5. Read this sentence from paragraph 1.**

We usually only get to went on one field trip each year, and I don't think that's enough.

**Choose the correct option to replace the underlined word.**

- a. go
- b. going
- c. goes
- d. are going

**6. Which statement is MOST LIKELY true?**

- a. The student likes reading about history and science.
- b. The student does not like riding on a bus.
- c. The student enjoys going on field trips.
- d. The student thinks museums are boring.



Grades 3-5

Read a Student Essay: Practice #3

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 1 through 6.

- 1 In my opinion, students should be allowed to do art projects in class every week. My first reason that we should do an art project every week is that almost all students like to do art. It gives us a chance to show our creativity and express ourselves in different ways.
- 2 Another reason we should do art every week is that some people are more talented at art than they are at reading or writing. Those students should be gave a chance to show their talents at school too. If they get a chance to do art, then they will feel happier at school. They will probably even work harder at the other subjects.
- 3 Art can be a relaxing way to spend time in the classroom. We work really hard all week-long doing math and reading and science. It would be a nice reward for everyone if we could spend time doing art to take a break that is still educational.
- 4 Art is a fun and important part of school that doesn't happen in the classroom as much as it should. I think that if we did art more students would like school more and would work harder for their teachers. When teachers let their students do art it makes school better.

**1. What is the main idea of the essay?**

- a. Art is fun.
- b. School is not very fun.
- c. Students should have more chances to do art at school.
- d. Teachers don't like teaching art.

**2. First, read the definitions for the word express.**

**express** v. 1. to talk or write about 2. to make (your thoughts and feelings) known by doing something other than talking or writing 3. To send a letter so it will be delivered more quickly 4. to cause something to come out by squeezing or pressing

**Now read this sentence from paragraph 1.**

It gives us a chance to show our creativity and express ourselves in different ways.

**Which definition BEST fits the meaning of the word protect in the sentence?**

- a. Definition 1
- b. Definition 2
- c. Definition 3
- d. Definition 4

**3. Read this sentence from paragraph 4.**

When teachers let their students do art it makes school better.

**What is another way of stating this idea?**

- a. Art lessons make school more enjoyable.
- b. Teachers should let their students do whatever they want.
- c. School is not fun without art.
- d. Teachers should not teach their students art lessons.

**4. Which sentence BEST explains why the author thinks students should do art more often at school?**

- a. Another reason we should do art every week is that some people are more talented at art than they are at reading or writing.
- b. Those students should be given a chance to show their talents at school too.
- c. If they get a chance to do art, then they will feel happier at school.
- d. They will probably even work harder at the other subjects.

**5. Read this sentence from paragraph 2.**

Those students should be gave a chance to show their talents at school too.

**Choose the correct option to replace the underlined word.**

- a. given
- b. gaven
- c. gived
- d. give

**6. Which statement is MOST LIKELY true?**

- a. The student does not like school.
- b. The student enjoys art.
- c. The student does not think they are a good artist.
- d. The student likes reading.

Read a Short  
Informational  
Text



ELPAC Read a Short Informational Passage Practice #1

Directions: Read the text. Answer numbers 1 and 2

A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!

1. What is the main idea of the text?
  - a. Sunflowers are actually made up of lots and lots of tiny flowers.
  - b. The stems of sunflowers are rough and scratchy.
  - c. Sunflowers are pretty flowers that give people and animals food.
  - d. Sunflower seed can be difficult to eat if they are still in their shells.
  
2. Which is NOT true about sunflowers?
  - a. Many people use sunflower oil for cooking.
  - b. Sunflowers are used in many ways.
  - c. Sunflowers can give people and animals food.
  - d. Sunflowers are quickly dying out.



ELPAC Read a Short Informational Passage Practice #2

Directions: Read the text. Answer numbers 1 and 2

Many people have heard of cone-shaped tepees. They are probably the most well-recognized traditional Native American home. However, traditional Native American houses came in many other shapes and sizes.

On the Northwest coast, tribes lived in slant-roofed houses. These houses were built out of cedar planks. The houses were huge – around 40 feet wide and 10 feet high.

The Iroquois built even bigger houses. They were called longhouses. Longhouses were about 100 feet long. There was enough room in them for a large extended family. Parents, children, grandparents, uncles, aunts, and cousins all lived together. No one was left out.

In California, most tribes dwelled in simpler houses. Small shelters were covered in earth or brush. Other California tribes built redwood plank houses.

Farming tribes in the Southwest built pueblos. Pueblos looked a lot like apartment houses. They were made out of stone or adobe. Adobe is a clay mixture. It is usually made into bricks. The bricks are dried in the sun.

In the Midwest, around the Great Lakes, women were in charge of building wigwams. Even the young girls made tiny wigwams for their dolls. Wigwams are tent-like houses. They have frames made of wooden poles. A lot of these tribes moved from place to place. Everyone had to carry their belongings on their backs. When they moved, all they left behind were the frames of their wigwams.

1. What is the main idea of this passage?
  - a. Native Americans all lived in the same kind of house.
  - b. Different tribes built different kinds of houses.
  - c. In most tribes, women always built the houses.
  - d. Traditional Native American houses were very small.
2. Which is NOT a type of Native American home?
  - a. Wigwam
  - b. Teepee
  - c. Longhouse
  - d. Iroquois





# Read a Literary Text



## ELPAC Read a Literary Passage Practice #1

**Directions: Read the text. Answer numbers 1 through 6**

Mr. Tucker talked about colors all the time. "That sunset was raspberry-red!" he said to his wife in the evenings. Or, "What a honey-yellow morning it is!" He liked to look for all the different shades of green in his garden: moss green, which was dark and brooding, and parrot green, which was bright and loud. His wife planted fruits and vegetables in their garden, but Mr. Tucker was more interested in the leafy plants, the bushes, the hedges, and even the weeds that grew in his garden. "So many kinds of green!" he said to his wife after watering all the plants. "I counted at least twenty different shades of green!"

"Well done, dear," Mrs. Tucker said. "Now can you please count twenty dollars and go to the grocery store for some ingredients? I need to make dinner!"

With a smile on his face, Mr. Tucker left at once. He enjoyed trips to the grocery store because of all the colorful cans and boxes in each aisle. Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds. Mr. Tucker would walk through each aisle of the grocery store and soak in all the colors around him. Mr. Tucker stared and stared. Then he sighed.

"I wish there was a store full of colors that I could spend all my time in," he muttered.

He bought everything on his wife's grocery list and came home. When he walked into the house, Mrs. Tucker noticed the sad look on his face.

"What's wrong?" she asked him. "Did something happen at the store?"

"No, nothing happened. I felt a little sad when I left the store, that's all," Mr. Tucker replied.

"Why?" his wife asked him. "It looks like you had fun at the store. I can see that you picked out the best items. Look how golden this corn is!"

"Thank you," Mr. Tucker said. "I did have fun in the store. So much so that I wish I could have spent more time in there. It's so full of color!"

"I see," Mrs. Tucker said. "Well, cheer up, because I'm going to cook this corn on the cob, and we're going to have ourselves a delicious dinner!"

The next day, Mr. Tucker was on his usual morning walk through the neighborhood, saying hello to everyone, inspecting the colors of the trees and flowers he passed, and admiring the beautiful fur coats of all the dogs being taken on their walks. It was another day of color for Mr. Tucker.

"Good morning, Mr. Brown," he called out to one of his neighbors. He liked Mr. Brown very much because, well, you guessed it: his name was a color!



"Mr. Tucker! Just the person I wanted to see!" Mr. Brown replied. "My wife and I are moving out of this town, and I need someone to take over my shop. You're the perfect person for the job! Would you be interested?"

Mr. Tucker was happy that Mr. Brown had thought of him, but he wasn't quite sure why. "I would like to help, but why am I the perfect person?" Mr. Brown laughed.

"Because it's a paint shop, Mr. Tucker! I need someone who knows his colors!"

Mr. Tucker was thrilled. "I'll take it over right away!" Mr. Brown was relieved when he left town, because he knew his paint shop was in good hands. Sure enough, Mr. Tucker kept the paint shop open for twenty more years, and got to talk about color all day, every day.

**1. Overall, how can Mr. Tucker's personality best be described?**

- A. nervous and jumpy
- B. angry and unfriendly
- C. sad and depressed
- D. cheerful and observant

**2. What is the theme of the story?**

- A. Colors are important to our world.
- B. Dreams can come true.
- C. Everyone should work together.
- D. Family first.

**3. Read the following sentences:**

With a smile on his face, Mr. Tucker left at once. He enjoyed trips to the grocery store because of all the colorful cans and boxes in each aisle. Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds. Mr. Tucker would walk through each aisle of the grocery store and soak in all the colors around him. Mr. Tucker stared and stared.

**Based on this evidence, why does Mr. Tucker like the grocery store?**

- A. because the grocery store is filled with color
- B. because he likes the shapes of cans and boxes
- C. because he thinks fruits and vegetables are delicious
- D. because the grocery store has more fruits than his garden



**4. What can be inferred about Mr. Brown?**

- A. He doesn't like his neighbors.
- B. He cares a lot about his paint shop.
- C. He doesn't want to move.
- D. He wants Mr. Tucker to talk about something else.

**5. Read these sentences from the text.**

Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds.

**Why might the author have described the colors in the fruits and vegetables in such detail?**

- A. to suggest that Mr. Tucker does not notice the many colors of the fruits and vegetables
- B. to show that Mr. Tucker notices all of the different colors in the fruits and vegetables
- C. to show that fruits and vegetables are more colorful at the grocery store than at home
- D. to encourage the reader to look more closely at fruits and vegetables

**6. Read these sentences from the text.**

With a smile on his face, Mr. Tucker left at once. He enjoyed trips to the grocery store because of all the colorful cans and boxes in each aisle. Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds. Mr. Tucker would walk through each aisle of the grocery store and soak in all the colors around him. Mr. Tucker stared and stared.

**Based on this evidence, why does Mr. Tucker like the grocery store?**

- A. because the grocery store is filled with color
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- D. because the grocery store has more fruits than his garden





## ELPAC Read a Literary Passage Practice #2

### Directions: Read the text. Answer numbers 1 through 6

Annabelle was the school's best dancer, something she reminded Taylor, Laura, and even five-year-old Christina of every day. "Mrs. Coolidge says I'm very *gifted*," she said, elongating the word "gifted" until it seemed to have three syllables instead of two. "She says I'll probably be a principal dancer at one of the world's most elite theaters."

Mrs. Coolidge *had* said these things, yes, but she had said them to a number of students in need of inspiration as encouragement. "Getting inspired" was something Mrs. Coolidge thought was very important. Annabelle, she believed, was inspired, but inspired to *win*, to *outdo*, to beat everyone else. Mrs. Coolidge would prefer it if Annabelle simply liked to dance.

"Students! Students!" Mrs. Coolidge called to the small gaggle of girls surrounding Annabelle. "I'd like to introduce you to our newest student, Sally. Sally is a most talented and gifted student. I hope you'll all take the time to greet her warmly."

Annabelle looked at Sally with lowered brows. Sally didn't have a dancer's body: she was short, with legs that looked bowed, like they belonged to a frog instead of an eleven-year-old girl. Annabelle smirked. This girl would be no competition for Annabelle and her graceful, *gifted* performances.

In the following weeks, however, it became clear that Annabelle had grossly underestimated Sally's dancing abilities. In fact, Sally was not just a gifted dancer, but Sally was an *incredibly gifted* dancer. She leapt and twirled and bowed and moved in ways Annabelle hadn't imagined possible for such a short girl. And to top it off, Sally was a *nice* girl. She didn't brag, she didn't rub her talent in her classmates' faces, and she never said no to helping one of the younger girls learn a new dance move. She was funny, she was smart, and everyone liked her.

Annabelle was furious. Auditions for the lead of the school ballet were only three weeks away, and she was nearly positive that Sally would snatch the part right from underneath her. And so Annabelle devised a plan.

It was a well-known fact that Sally liked cake. In fact, Annabelle wondered how someone so little could eat so much. And yet, Sally managed to eat one-third of a triple chocolate fudge cake every single day. "Cake," Annabelle told herself, "is Sally's weakness."

On the morning of the audition, Annabelle filled a small paper bag with earthworms. There were four of them: big, juicy brown worms that she found sunning themselves on the sidewalk after the previous evening's rain. She felt them wriggle and twist in her hand as she placed them in the bag. She arrived at school just after Sally, and placed the paper bag in her locker.

"Mrs. Coolidge," she said during their first class, "I forgot something in my locker. Can I go get it?"

Mrs. Coolidge nodded yes, and continued to talk about the importance of stretching. Annabelle hurried to her locker. She reached up to the top shelf, but the small bag was missing. She began to look frantically through the locker. She shook out her jacket, pulled out her bag, and emptied her pencil case. The worms were gone.

Annabelle walked back to her class stiffly. She wasn't sure what to make of this development. The worms couldn't have walked away. She frowned. Had someone seen her collecting the worms?

By the time Annabelle returned to class, it was time for auditions. Annabelle would perform first. She had prepared a beautiful piece in which she slid across the stage on her toes, emulating a flowering tulip.

Annabelle was midway through her performance when she felt something warm and sticky land on her right shoulder. A few moments later, she felt another drop on her head, and then again on her left shoulder. She looked down. The earthworms she had collected in the morning were draped across her shoulders. She could feel the third earthworm dangling from her ear like some misshapen earring. Annabelle looked up, and from the rafter she saw Sally holding the small brown paper bag.

Sally winked at her. "Nice try," she mouthed. Sally got the lead that year.

**1. How can Annabelle best be described?**

- A. honest
- B. competitive
- C. helpful
- D. generous

**2. What is the theme of the story?**

- A. Practice makes perfect
- B. The most talented person doesn't always win
- C. It's important to compete fairly.
- D. You should try to win no matter what

**3. Annabelle devises a plan that somehow involves a bag of earthworms and Sally. What motivates Annabelle's actions?**

- A. She wants to stop Sally from getting the lead part in the school ballet.
- B. She wants to prove that she is a more gifted ballet dancer than Sally.
- C. She wants to get the other ballet students to stop liking Sally so much.
- D. She wants Mrs. Coolidge to think that Sally is dirty and gross.

**4. What can be inferred about Mrs. Coolidge?**

- A. She wants her students to be the best dancers in the city.
- B. She likes her dancers to be competitive
- C. She wants to motivate her students.
- D. She is very strict.

**5. What does the phrase "Sally would snatch the part right from underneath her" MOST LIKELY mean?**

- A. Annabelle thinks that Sally is going to take her chair from under her body.
- B. Sally is going to get the role that Annabelle thinks she deserves.
- C. Sally is going to steal the worms from Annabelle.
- D. Sally is going to crawl underneath the stage during the ballet.

**6. Annabelle wants to be the best at ballet. What evidence from the story best supports this conclusion?**

- A. "Mrs. Coolidge would prefer it if Annabelle simply liked to dance."
- B. "In the following weeks, however, it became clear that Annabelle had grossly underestimated Sally's dancing abilities."
- C. "Annabelle, she believed, was inspired, but inspired to win, to outdo, to beat everyone else."
- D. "She had prepared a beautiful piece in which she slid across the stage on her toes, emulating a flowering tulip."



Read an  
Informational  
Text



## ELPAC Read an Informational Passage Practice #1

**Directions: Read the text. Answer numbers 1 through 5**

During the 1920s, America was suffering from the Great Depression. This was a time when much of the country was poor. Most people could not find jobs, and food was short. People who worked on farms found they had to travel to find work. Many of them ended up in California. There, they worked on different farms and lived in camps. These people were called migrant workers.

Cesar Chavez was a Mexican American man from Arizona. When he was a boy, his family became migrant workers because of the Great Depression. They had to move to California to find work. He and his family worked in fields. The conditions were poor. Their housing had no electricity or running water. They did hard, tiring work for many hours. And they received little pay for their hard work.

Cesar Chavez decided to do something about the conditions he and other migrant workers dealt with on farms. He created a union for farm workers. This organization aimed to fight for the rights of farm workers. In 1965, the union joined a strike against grape growers in California. They were fighting for better pay and working conditions. Chavez encouraged people to use peaceful methods to fight for the rights of the farm workers.

He organized a big march to the capital of California. He got people to stop buying grapes from the grape growers. He even went on a hunger strike, refusing to eat for 25 days. Finally, in 1970, Chavez succeeded. Twenty-six of the grape growers signed contracts with his union. They agreed to giving the workers better pay and working conditions.

Chavez continued to fight for the rights of workers for his whole life. Today, he is thought of as a champion for working people everywhere.

**1. What is the main idea of the text?**

- a. Many people in the United States were poor during the Great Depression.
- b. Migrant workers faced poor working conditions during the Great Depression.
- c. Cesar Chavez and his family moved to California to find work when he was a boy.
- d. Cesar Chavez successfully fought for the rights of farm workers to improve their pay and working conditions.

2. **Read the following sentences:**

"When he was a boy, his family became migrant workers because of the Great Depression. They had to move to California to find work. He and his family worked in fields. The conditions were poor. Their housing had no electricity or running water. They did hard, tiring work for many hours. And they received little pay for their hard work."

**What does the word conditions most nearly mean?**

- a. diseases
- b. the surroundings that affect the way people live or work
- c. people in a group
- d. improvements

3. **Cesar Chavez used peaceful methods to fight for the rights of farm workers. What evidence from the text supports this statement?**

- A. Chavez became a migrant worker during the Great Depression.
- B. Chavez and his family moved to California and worked in fields when he was a boy.
- C. Chavez and his family had to do hard and tiring work for many hours in the fields.
- D. Chavez got people to stop buying grapes from the grape growers.

4. **Why does the author discuss the difficulties people faced during the Great Depression?**

- a. to show why people became migrant workers
- b. to explain why farming is not a good job
- c. to describe conditions migrant workers faced
- d. to explain why workers decided to strike

5. **First, read the definition of the word strike.**

**Strike** (n): 1. a period of time when workers stop work in order to force an employer to agree to their demands 2. a military attack 3. the act of hitting something with force 4. a perfectly thrown ball or pass

**Then, read this sentence from paragraph 4.**

In 1965, the union joined a strike against grape growers in California.

**What definition best matches the meaning of strike as it is used in paragraph 4?**

- a. Definition 1
- b. Definition 2
- c. Definition 3
- d. Definition 4



## ELPAC Read an Informational Passage Practice #2

**Directions: Read the text. Answer numbers 1 through 5**

Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away that it took the NASA New Horizons spacecraft over 11 years to get there from Earth. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

### **1. What is the main idea of the text?**

- a. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.
- b. Pluto is so far away that it took the NASA New Horizons spacecraft over 11 years to get there from Earth.
- c. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.
- d. Scientists come up with rules for what is counted as a planet and what is not.

**2. Read these sentences from the text.**

"A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all."

**What does the author mean by stating, "Maybe Pluto doesn't have it so bad after all"?**

- A. Even though Pluto is no longer counted as a planet, it is in a new group called dwarf planets.
- B. Even though Pluto is no longer counted as a planet, it is one of the bigger dwarf planets.
- C. Even though Pluto is no longer counted as a planet, it is still part of the ring of objects that circle the outer edge of the solar system.
- D. Even though Pluto is now counted as a dwarf planet, it isn't alone as other space objects are counted as dwarf planets.

**3. Pluto is now considered to be a dwarf planet. What evidence from the text supports this statement?**

- A. Eris was discovered in 2005.
- B. Pluto was first discovered in 1930.
- C. Pluto is made up almost entirely of rock and ice.
- D. In fact, Pluto is one of the bigger dwarf planets.

**4. Why does the author describe what Pluto is like?**

- a. to show why it should be a planet
- b. to show how Pluto and Eris are similar
- c. to help readers understand Pluto's orbit
- d. to explain the rules the scientists made

5. **First, read the definition of the word club.**

**Club (n):** 1. a group who meets to participate in an activity 2. special metal stick used for hitting a golf ball 3. a playing card that is marked with a black shape that looks like three round leaves 4. the place where the members of a club meet

**Then, read this sentence from paragraph 2.**

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

**What definition best matches the meaning of club as it is used in paragraph 2?**

- a. Definition 1
- b. Definition 2
- c. Definition 3
- d. Definition 4

