

Practicing for Success

ELPAC



★ ESSENTIALS ★

Lessons and Activities

Kindergarten

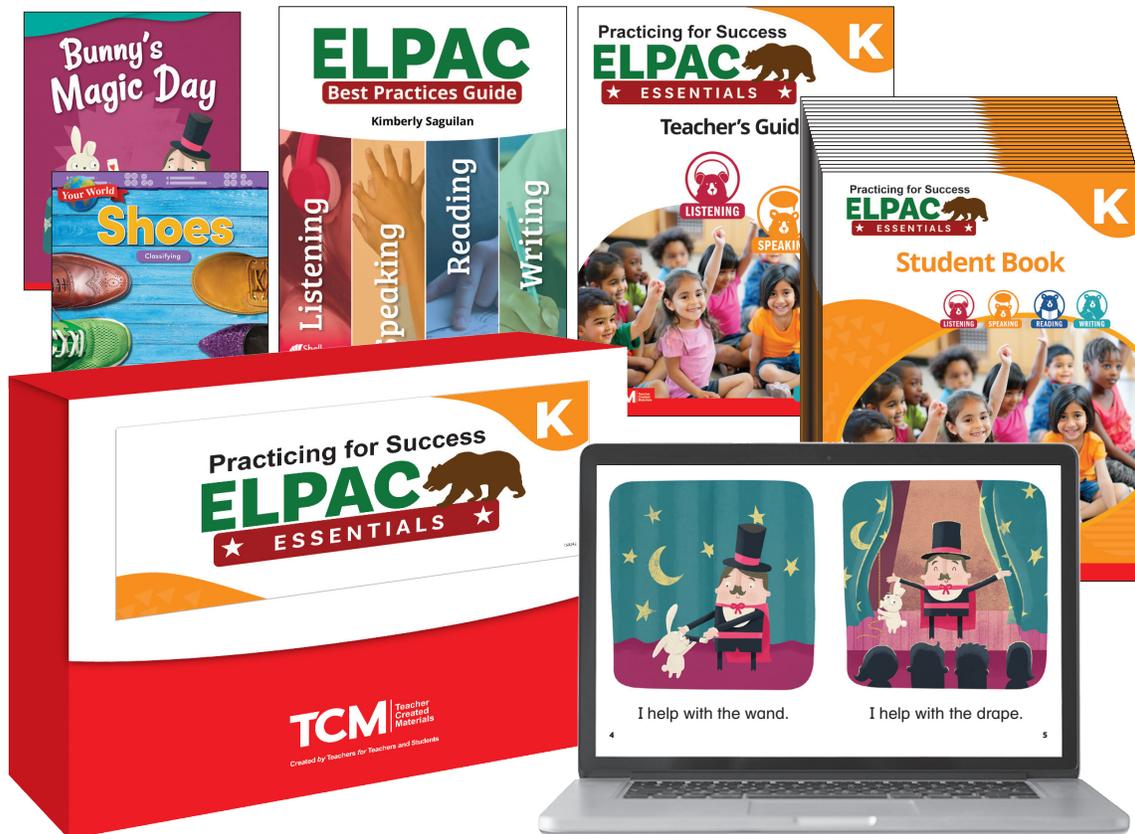
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Teacher's Guide (9 pages)

Student Book (5 pages)

ELPAC Best Practices Guide (2 pages)

Note: Teacher's Guide and Student Book sample pages are paired by task type.



Practicing for Success

ELPAC



K



ESSENTIALS



Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



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Listen to a Story

Teacher Directions: Have students look at page 8 in the student book as you read aloud the following directions. For this activity, read aloud “A Card Trick” or play the recording, which is provided in the digital resources.

Tell students that for this task type on the ELPAC, they will listen to a short fictional story. When they take the ELPAC, they may see a picture to go along with the story. They will answer three questions about the story, which may have word or picture answer options.



Read the book aloud to students before completing the activities on pages 10–15.

Directions: Listen carefully to the story. Then, you will answer some questions.

Bunny has a fun job. He helps a magician do magic tricks! He performs on stage with the magician. The magician taught the bunny all the magic tricks they do together.

One day, Bunny came up with his own trick. It was a card trick. He practiced and practiced until he got the trick just right. Then, he showed the trick to the magician. The magician loved the trick!

Later that night, Bunny performed the card trick with the magician on stage. The people in the audience loved the card trick, too.





Listen to a Story (cont.)

1. SAY: What does the magician teach Bunny?

- **SAY:** Is it *how to play guitar*, *how to do magic*, or *how to ride a skateboard*? Point to your answer.
 - ➔ Ask students to share out. For each response, refer back to the story. If students point to the image of the guitar or the skateboard, ask students if they heard anything about guitars or skateboards in the story. If students point to image B, affirm the answer and discuss the symbols—how a wand and pulling a rabbit out of a hat represent doing magic tricks. (*Answer: B*)

1 What does the magician teach Bunny?

A



B



C



2. SAY: What does Bunny learn to do?

- **SAY:** Does Bunny learn to *perform his own trick*, *play the drums*, or *sit at a round table*? Let's look at each of the answer options before we decide on the best answer.
- **SAY:** *Perform his own trick*. This seems like a good answer. The story says that Bunny comes up with his own trick and practices it. But let's keep reading. *Play the drums*. Does Bunny play drums in the story? No, this answer is incorrect. *Sit at a round table*. We can see Bunny sitting at a round table, but he does not *learn* to sit at a round table. So, this is incorrect. What is the correct answer? (*Answer: A*)

2 What does Bunny learn to do?

A

perform his own trick

B

play the drums

C

sit at a round table

3. SAY: What happens at the end of the story?

- **SAY:** *Bunny helps with the hat*, *Bunny forgets his trick*, or *Bunny performs his card trick*. With a partner, discuss each of the answer options.
- Ask partners to share out. If students choose *Bunny helps with the hat*, remind them that the story they just listened to does not mention a hat. If students choose *Bunny forgets his trick*, clarify that *forgets* means “can’t think of.” If students choose option C, affirm that Bunny performs his card trick successfully at the end of the story. (*Answer: C*)

3 What happens at the end of the story?

A

Bunny helps with the hat.

B

Bunny forgets his trick.

C

Bunny performs his card trick.

Name: _____ Date: _____

Listen to a Story

Directions: Listen carefully to the story. Then, you will answer some questions.



1 What does the magician teach Bunny?

A



B



C



2 What does Bunny learn to do?

A perform his own trick

B play the drums

C sit at a round table

3 What happens at the end of the story?

A Bunny helps with the hat.

B Bunny forgets his trick.

C Bunny performs his card trick.



Label a Picture—Word with Scaffolding

Teacher Directions: Have students look at page 21 in the student book. For this activity, read aloud the directions and the prompts. You may reprompt once for each prompt.

Tell students that for this task type on the ELPAC, they will write two letters and two words.

Directions: Look at the picture. Then, you will write some letters and words.

- **SAY:** Let's write some letters and words together.
- ☞ Point to a boot in the picture.
 - **SAY:** This is a boot. Say the word *boot*. *Boot* starts with the letter *b*. Write the letter *b*.
 - ☞ Point to the first write-on line. Allow students time to write. If students do not write even after a reprompt, provide extra support by skywriting the letter *b* to help students visualize it or by writing the letter and having them copy it. Tell students that you cannot help them in this way during the actual test.
 - **SAY:** This man just tied his shoes. Say the word *tied*. *Tied* starts with the letter *t*. Write the letter *t*.
 - ☞ Point to the second write-on line. Allow students time to write.
- ☞ Point to the leg in the picture.
 - **SAY:** This is a leg. Say the word *leg*. Write the word *leg*.
 - ☞ Point to the third write-on line. Allow students time to write. If students do not write even after a reprompt, provide extra support by saying the individual sounds of the word: /l/ /ĕ/ /g/. Tell students that you cannot help them in this way during the actual test.
- ☞ Point to the shirt in the picture.
 - **SAY:** The shirt is mostly red. Say the word *red*. Write the word *red*.
 - ☞ Point to the fourth write-on line. Allow students time to write.
 - If students do not write even after a reprompt, provide extra support by saying the individual sounds of the word: /r/ /ĕ/ /d/. Tell students that you cannot help them in this way during the actual test.
 - Tell students that if they spell just two of the letters in the words correctly (or phonetically), they can get two points.
 - **Note:** This task type is scored with rubrics on the ELPAC. See page 60 for example rubrics.

Name: _____ Date: _____

Label a Picture—Word with Scaffolding

Directions: Look at the picture. Then, you will write some letters and words.



1 _____

2 _____

3 _____

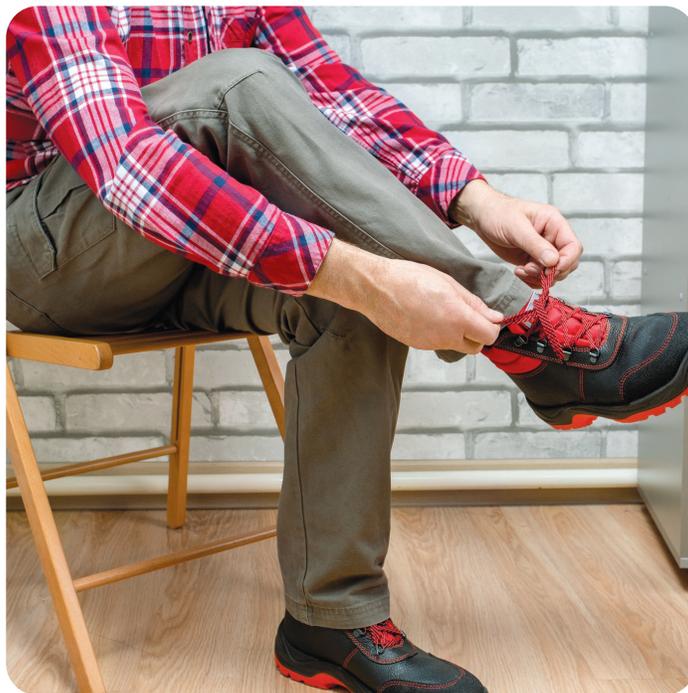
4 _____

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Name: _____ Date: _____

Label a Picture—Word with Scaffolding

Directions: Look at the picture. Then, you will write some letters and words.



1 _____
 - - - -

2 _____
 - - - -

3 _____
 - - - -

4 _____
 - - - -

Writing

Retell a Narrative



Directions: Have students complete page 36 in the student book. For this activity, read aloud the story or play the recording, which is provided in the digital resources.

Process

- 1 Provide page 36 in the student book and pencils.
- 2 **SAY: Look at the pictures and listen to the story. Then, you will use the pictures to retell the story.**
 - ☞ Point to the first picture in the student book.
 - **SAY:** Ernie is a big kid. His baby clothes don't fit him anymore. He looks through a box of baby clothes. It's time to give his pajamas to his little sister, Ella.
 - ☞ Point to the second picture in the student book.
 - **SAY:** Ella wears pajamas that used to fit Ernie. They fit her just right. She has fun playing in them.
 - ☞ Point to the third picture in the student book.
 - **SAY:** Ernie keeps looking through the box. He finds a teddy bear. He is so happy to see the bear. He will share it with Ella.
 - **SAY:** Now, use all the pictures to tell the story back to me.
- 3 Share these reminders as relevant:
 - Students can circle details in the pictures to help them with their retelling.
 - Students should point to each of the pictures as they retell the story.
 - Students can use transitions words to help them retell the story.
 - Students should use complete sentences.
- 4 Have students share their responses with partners while you evaluate one student. Then, call on students to share with the whole group. Take note of their speaking abilities. Point out or model a complete and appropriate response.





Retell a Narrative *(cont.)*

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> • Clear and detailed retelling of the story is based on images. • Ideas are well connected. • Grammar and word use are varied and effective. Errors do not affect understanding. • Pronunciation and intonation do not interfere with meaning. • Speech flows smoothly.
3	<ul style="list-style-type: none"> • Retelling of the story with basic detail is based on images. • Ideas are generally connected. • Grammar and word choice errors may occasionally interfere with understanding. • Pronunciation and intonation sometimes interfere with meaning. • Some choppiness or pauses in speech.
2	<ul style="list-style-type: none"> • Retelling is present but lacks clarity or completeness. • Ideas are sometimes disconnected. • Repetitive or simple grammar and word choice; errors often interfere with understanding. • Pronunciation and intonation often interfere with meaning. • Halting or uneven speech.
1	<ul style="list-style-type: none"> • Minimal attempt to retell the story provides very little relevant detail. • Ideas are not clearly connected. • Grammar and word choice are limited and often interfere with meaning. • Pronunciation and intonation often interfere with meaning. • Mostly isolated words or short phrases.
0	<ul style="list-style-type: none"> • Retelling is not relevant. • Retelling is not in English. • No response, “I don’t know,” or response is not understandable.

Prompting Guidelines

- Read the story only once.
- If the student does not answer or asks for the prompt to be repeated, say, “Now, use all the pictures to tell the story back to me.” Re-prompt only once.
- If the student pantomimes or points while saying words such as *this*, *that*, *these*, or *those*, say, “Tell me in words about the story.”
- If the student stops speaking during the retelling, say, “What else can you tell me about the story?” or “And then what happened?” Re-prompt no more than twice.
- If the student struggles to remember a name, say, “The girl’s/boy’s name is [name]. You can also say ‘the girl/the boy.’”
- When scoring, consider the responses given by the student as a whole, regardless of reprompting.

Name: _____ Date: _____

Retell a Narrative

Directions: Look at the pictures and listen to the story. Then, you will use the pictures to retell the story.

1



2



3



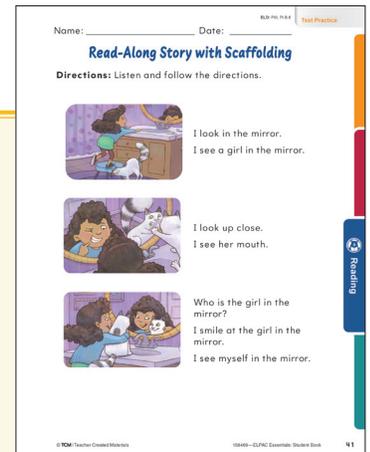


Read-Along Story with Scaffolding

Directions: Have students complete pages 41–42 in the student book as you read aloud the directions. For this activity, monitor students' foundational reading skills. Then, read aloud the story or play the recording, which is provided in the digital resources. Finally, sweep your finger under each question and the answer options as you say them aloud. Do not read the answer-option letters: A, B, or C.

Process

- 1 Provide pages 41–42 in the student book and pencils.
- 2 **SAY:** We are going to read together. **Listen and follow the directions.**
 - Cover the second and third sections of text on page 41 with a blank sheet of paper.
 - **SAY:** Let's read together. Point to where we should start reading.
 - ➔ If students respond incorrectly, give them the following prompt.
 - **SAY:** We will start reading at the first word in the first sentence. Put your finger here. Now, follow along with your finger as I read.
 - ➔ Display and slowly read aloud the sentences in the first section of text only. Monitor students to see if they follow from left to right and top to bottom. Take note of students' foundational reading skills, using the *Read-Along Tasks Score Sheet* on page 67.
 - **SAY:** Now, I will read the story for you. Listen carefully.
 - ➔ Play the story or read it aloud at a natural pace, starting at the beginning.
- 3 Share these reminders, as relevant.
 - Students are allowed to hear the story once.
 - Students can ask you to repeat a question and text answer options once.
 - ➔ Point to page 42.
- 4 Have students listen while you read the questions and answers. Then, have them look at all three answers and mark the best answer.



I look in the mirror.
I see a girl in the mirror.

I look up close.
I see her mouth.

Who is the girl in the mirror?
I smile at the girl in the mirror.
I see myself in the mirror.



Read-Along Story with Scaffolding *(cont.)*

1. SAY: What is the girl looking at?

- ☞ Point to the three answer options. Pause to allow time for students to indicate their answers.

2. SAY: What part of her body does the girl look at?

SAY

- her ears
- her mouth
- her legs

3. SAY: What does the girl realize at the end of the story?

SAY

- The girl is taking a nap.
- The girl is frowning.
- The girl in the mirror is herself.

Test Practice Name: _____ Date: _____

Read-Along Story with Scaffolding *(cont.)*

1 What is the girl looking at?

(A)  (B)  (C) 

2 What part of her body does the girl look at?

(A) her ears
(B) her mouth
(C) her legs

3 What does the girl realize at the end of the story?

(A) The girl is taking a nap.
(B) The girl is frowning.
(C) The girl in the mirror is herself.

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- Have students choose their answers. Have them share their responses and explain how they made their choices.
- Share the correct answers as a group: 1. A; 2. B; 3. C

Prompting Guidelines

- The first question has two parts. Monitor whether students point to the first word and follow the text from left to right and top to bottom. Rate their responses as correct, incorrect, or no response, using the *Read-Along Tasks Score Sheet* on page 67.
- Read the story through only once. For the questions, repeat a question once if students request it.
- For questions with text options, say, “Tell me your answer,” after you have read the last option.
- For questions with picture options, say, “Point to your answer,” after you have read the question.
- For all questions, if the student does not answer or gives an answer that is not clear, you may repeat the question once or say, “Tell/Show me again.”
- If the student still does not respond, mark the item as No Response (NR) and move to the next item

Name: _____ Date: _____

Read-Along Story with Scaffolding

Directions: Listen and follow the directions.



I look in the mirror.
I see a girl in the mirror.



I look up close.
I see her mouth.



Who is the girl in the mirror?
I smile at the girl in the mirror.
I see myself in the mirror.



Name: _____ Date: _____

Read-Along Story with Scaffolding *(cont.)*

1 What is the girl looking at?

A



B



C



2 What part of her body does the girl look at?

A

her ears

B

her mouth

C

her legs

3 What does the girl realize at the end of the story?

A

The girl is taking a nap.

B

The girl is frowning.

C

The girl in the mirror is herself.



ELPAC

Best Practices Guide



Listening



Speaking



Reading



Writing

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