

In the Directions for Administration, the examiner will read:

**SAY** Turn to Page 10. You will now read two passages and answer some questions about each passage. When you come to the stop sign on Page 19, you will be finished with this section of the test. You may review this section only, but do not return to the Listening section or go on to the next section. When you are finished, put your pencil down, close your test booklet so the front cover is on top, and look up.<sup>2</sup>

Pause.

**SAY** Does everyone understand the directions?

Pause to answer any procedural questions the students may have.

**SAY** You may begin.

In the Test Booklet<sup>3</sup>, the students will see:

### Directions

Read the passage. Then answer Question 13. Fill in the correct circle on your answer sheet.

### Electricity Use Worldwide



For many people around the world, electricity is available day and night. Today, people depend on electricity to light homes and recharge items like cell phones. When people lose power even for a short time, they are anxious for it to work again.

One way to gain an appreciation for the amount of electricity used worldwide is to think about lights at night. People who live in the city are surrounded by electric lights constantly. At night, streets are brighter with lights, signs shine with lights, and the windows of buildings twinkle with lights. As a result, it is often difficult to see many stars in the sky because the various lights block the view. On the other hand, in the countryside, fewer lights are on streets and in buildings, so the stars create a natural light show that brightens the night sky.

<sup>1</sup> Reading is a section within a Listening, Reading, Writing / Global Theme NYSESLAT Session.

<sup>2</sup> Only one passage and one item are presented here as a sample.

<sup>3</sup> During each of the Reading sections, students read two passages, which may be short, medium, or long, and answer a series of 3–6 questions associated with each passage. The questions for each passage progress in difficulty based on the Performance Level Descriptions (PLDs). Not all PLDs are represented with each passage. Only one passage and one item are presented here as a sample. For more information, please see NYSESLAT Webinette Series on EngageNY at <https://www.engageny.org/content/nyseslat-webinettes>.

People often wonder how electric lights look from above Earth. From the sky, passengers flying in airplanes at night often notice differences in the number of lights visible over farmland, small towns, and large cities. From space, satellites can send us pictures like the one above. Also, astronauts who have traveled in space can tell us stories about the spectacular view that lights create at night around the globe. The view from high above Earth is quite different from what we observe on the ground.

A common description of the electric lights viewed from above Earth is of a web of light surrounding the globe. People who have had the chance to see the vast number of lights from airplanes or spacecraft share their stories of amazement. This huge interconnected network of lights reveals just how much electricity people on Earth use. Seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.

**13** The end of the passage states, “Seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.”

**Which pair of phrases or sentences from the passage gives examples of this visual reminder?**

- A “For many people around the world, electricity is available day and night.”  
“People often wonder how electric lights look from above Earth.”
- B “People who live in the city are surrounded by electric lights constantly.”  
“. . . in the countryside, fewer lights are on streets and in buildings . . . .”
- C “. . . passengers flying in airplanes at night often notice differences in the number of lights visible . . . .”  
“. . . astronauts who have traveled in space can tell us stories about the spectacular view that lights create . . . .”
- D “. . . people depend on electricity to light homes and recharge items like cell phones.”  
“. . . so the stars create a natural light show that brightens the night sky.”

<b>TARGET OF MEASUREMENT: TOM.R.7–8.4</b>	<b>HOW ITEM MEASURES TOM.R.7–8.4</b>	<b>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</b>
Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together <i>develop</i> a story or <i>a topic</i> , a description, a claim and evidence, events, or a relationship.	This item requires students to identify a pair of phrases or sentences from a grade-level text that <i>develop a topic</i> . In this item, the phrases in the KEY work together to develop the topic of how seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.	This item requires students to identify a variety of simple, expanded, or complex sentences in grade-level text that work together to <i>develop a topic</i> . In this item, the phrases used in the answer choices all come from expanded or complex sentences. The entire sentences cannot be used due to the inclusion of important information which would clue the KEY.
<b>KEY: C</b>		
<b>WHY “C” IS CORRECT:</b> Students who select “C” are able to identify a pair of phrases from the passage that work together to develop the topic of how seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.		
<b>WHY OTHER CHOICES ARE INCORRECT:</b> Answer choices A, B, and D are other phrases or sentences from the passage that develop other topics.		