

On the CD, the students will hear:

Look at the directions on Page 2. Directions: Listen to the passage. Then answer Question 1. Fill in the correct circle on your answer sheet. The question will be read only once.²

Now listen carefully.

The title of the passage is “The Water Cycle.”

Water goes through a process called the water cycle. The cycle begins when the Sun heats up water in rivers, lakes, and oceans. The heat from the Sun turns water into a gas, called vapor, which rises into the air. Next, the vapor travels high into the sky. There, the vapor cools and turns back into water drops. Over time, many drops join together to form clouds. As more vapor becomes water drops, the clouds get heavier. When the clouds get too heavy, the water falls back to Earth as rain. Finally, the rain collects in the rivers, lakes, and oceans. The water cycle starts again.

Pause for about 5 seconds.

Look at Question 1. Listen to these sentences from the passage again.

“The cycle begins when the Sun heats up water in rivers, lakes, and oceans. The heat from the Sun turns water into a gas, called vapor, which rises into the air. Next, the vapor travels high into the sky.”

Which phrase shows what happens to the vapor?

- A The cycle begins
- B When the Sun heats up water
- C The heat from the Sun turns water
- D Travels high into the sky

Pause for about 15 seconds.

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

² Only one passage and one item are presented here as a sample.

In the Test Booklet³, the students will see:

Directions

Listen to the passage. Then answer Question 1. Fill in the correct circle on your answer sheet.

The Water Cycle⁴



1 Which phrase shows what happens to the vapor?

- A The cycle begins
- B When the Sun heats up water
- C The heat from the Sun turns water
- D Travels high into the sky

| TARGET OF MEASUREMENT: TOM.L.3–4.2 | HOW ITEM MEASURES TOM.L.3–4.2 | HOW ITEM TARGETS THE TRANSITIONING PERFORMANCE LEVEL |
|---|--|--|
| Students can identify words, phrases, or sentences that signal or <i>describe</i> key details, sequence, <i>connections</i> , and/or relationships in grade-level spoken discourse. | This item requires students to identify a phrase that <i>describes connections</i> in grade-level spoken discourse. In this item, “Travels high into the sky” shows what happens to the vapor. | This item requires students to identify, with limited support, a phrase in grade-level spoken discourse that <i>describes a connection</i> . In this item, limited support is provided by repeating an excerpt of the passage which includes the language in the answer choices. |
| KEY: D | | |
| WHY “D” IS CORRECT: Students who select “D” are able to identify a phrase from the passage which shows what happens to vapor. | | |
| WHY OTHER CHOICES ARE INCORRECT: Answer choices A, B, and C are other phrases from the passage that give other information. | | |

³ During each of the Listening sections, students listen to two passages, which may be short 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>.

⁴ This accompanying graphic does not explicitly present and describe the water cycle because Listening passages use “Non-Supportive Graphics.” This means that the graphic orients the student to the passage. It is intentional that it relates to the passage, but it does not explain information contained in the passage or add new information. Questions associated with a Listening passage are based solely on the passage heard, not on the accompanying graphic.