

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.<sup>2</sup>

Now listen carefully.

The title of the passage is “Bubble Gum.”

In 1928, Walter Diemer worked for a chewing gum company in Philadelphia, Pennsylvania. Diemer enjoyed experimenting with new gum recipes whenever he could. One day, something amazing happened. He invented bubble gum.

Diemer created a gum that was more elastic and less sticky. It stretched more than regular chewing gum. Diemer’s new gum recipe allowed people to blow bubbles. People had more fun chewing this gum. Bubble gum quickly became the most popular gum in the United States. Diemer’s company made a lot of money selling his bubble gum. During the first year, the company made over a million dollars. That would equal almost 14 million dollars today.

Pause for about 5 seconds.

Look at Question 1.

Which pair of phrases or sentences from the passage shows that bubble gum was a successful invention?

- A Worked for a chewing gum company in Philadelphia, Pennsylvania  
Enjoyed experimenting with new gum recipes whenever he could
- B One day, something amazing happened.  
He invented bubble gum.
- C Created a gum  
Stretched more than regular chewing gum
- D Bubble gum quickly became the most popular gum in the United States.  
During the first year, the company made over a million dollars.

Pause for about 15 seconds.

<sup>1</sup> Listening 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.

**Directions**

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

**Bubble Gum**



**1** Which pair of phrases or sentences from the passage shows that bubble gum was a successful invention?

- A Worked for a chewing gum company in Philadelphia, Pennsylvania  
Enjoyed experimenting with new gum recipes whenever he could
- B One day, something amazing happened.  
He invented bubble gum.
- C Created a gum  
Stretched more than regular chewing gum
- D Bubble gum quickly became the most popular gum in the United States.  
During the first year, the company made over a million dollars.

**TARGET OF MEASUREMENT:  
TOM.L.5–6.4**

Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together *develop* a story or a topic, a description, evidence, events, or a relationship.

**HOW ITEM MEASURES TOM.L.5–6.4:**

This item requires students to identify a pair of phrases or sentences (language structures) in grade-level spoken discourse that *develops a topic*. In this case, “Bubble gum quickly became the most popular gum in the United States.” and “During the first year, the company made over a million dollars.” develop the topic that bubble gum was a successful invention.

**HOW ITEM TARGETS THE EXPANDING  
PERFORMANCE LEVEL**

This item requires students to identify expanded or complex sentences in grade-level spoken discourse that *develop a topic*. In this item, the pairs of phrases in the answer choices all come from expanded or complex sentences in the passage. The entire sentences cannot be used due to the inclusion of important information which would clue the KEY.

**KEY: D**

**WHY “D” IS CORRECT:** Students who select “D” are able to identify a pair of sentences from the passage that together develop the idea that bubble gum was a successful invention.

**WHY OTHER CHOICES ARE INCORRECT:** Answer choices A, B, and C are other pairs of phrases or sentences from the passage that develop other topics about bubble gum.

<sup>3</sup> 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>.