

# Session 1—Reading

## ***Directions***

In this part of **ELAP Plus Third Edition**, you will read five passages:

- Nervous Nelly
- Year-Round School
- The Rainy Day Play
- All About Vitamins
- Benefits of the Hoover Dam

There are multiple-choice questions for you to answer after each passage. Refer to the passages as often as you need to. Then fill in the circle of the best answer to each question.

Now turn the page and begin.

SAMPLE

Read this webpage. Then answer questions 22 through 29.

# All About Vitamins

The image shows a browser window with the address bar containing <http://www.reachingyourbesthealth.gov/>. The page title is "Reaching Your Best Health". The main content is titled "Page 2—All About Vitamins".

**What Is a Vitamin?**

A vitamin is a material that people need so they can stay healthy and grow. Most vitamins come from the food that we eat, but some come from other sources. People should be sure that they get enough of the right vitamins to avoid becoming unhealthy.

There are 13 main kinds of vitamins that are useful to people. Scientists have named these vitamins with letters and numbers. The major vitamins are A, eight B vitamins, C, D, E, and K. Below you will find some of the most important vitamins explained in more detail.

**Kinds of Vitamins**

**Vitamin A—**  
Why it's important: It helps vision as well as healthy skin and bones.  
Where you get it: Foods such as milk, eggs, and cheese

**Vitamin B1—**  
Why it's important: It turns other foods into *energy*. It also helps the brain and heart.  
Where you get it: Foods such as whole grains, beans, meat, and nuts

**Vitamin B2—**  
Why it's important: It aids in building energy and keeping skin and eyes healthy. It also increases red blood cells.  
Where you get it: Foods such as dairy products, meat, chicken, fish, beans, and leafy vegetables

**Vitamin B3—**  
Why it's important: It helps turn food into energy. It also helps the nervous and digestive systems.  
Where you get it: Foods such as nuts, meat, fish, grain, and peanut butter

**Vitamin B5—**  
Why it's important: It aids in *metabolism* and other important parts of good health.  
Where you get it: Foods such as grains, beans, milk, and eggs

**Vitamin B6—**  
Why it's important: It keeps the brain healthy and helps to break down protein in the body.  
Where you get it: Foods such as whole grains, bananas, meat, fish, beans, and nuts

**INDEX**

- Page 1: [Eating Healthily](#)
- Page 2: [All About Vitamins](#)
- Page 3: [Exercising Right](#)
- Page 4: [Why Sleep Is Important](#)
- Page 5: [Staying Happy](#)

**22** The author **most** likely included the example of sailors with scurvy to show

- (A) that vitamins are poorly understood
- (B) that a lack of vitamins may be harmful
- (C) how people share ideas about vitamins
- (D) how not all vitamins come from food

**23** Where would a reader be able to locate information about unknown words in this text?

- (A) “Glossary”
- (B) “Web Links”
- (C) “Kinds of Vitamins”
- (D) “How to Get Vitamins”

**24** Drinking plenty of milk will **not** help you get which of these vitamins?

- (A) vitamin A
- (B) vitamin B3
- (C) vitamin B12
- (D) vitamin D



## Session 2—Reading and Writing

### ***Directions***

In this part of **ELAP Plus Third Edition**, you will read three passages:

- The *Space Eagle*
- The Voting Process
- Gaining the Vote

Then you will write about what you read.

Now turn the page and begin.

SAMPLE

Read this article. Then answer questions 39 through 42.

# Gaining the Vote

- 1 The United States became a free country in 1776. That year, a group of leaders wrote the Declaration of Independence. This was a statement of how these leaders felt about freedom and government. One of the most famous lines in the Declaration stated that “all men are created equal.”
- 2 These are some of the most famous words ever written. However, at the time they were not truly followed. Many people in the country were not treated equally. For example, many people did not have the right to vote for their leaders. It took many years and changes for all people to gain the voting rights they deserved.
- 3 In 1787, leaders made a system of set rules for the young country. In these rules, they decided who would be allowed to vote. Only white men over the age of 21 who owned land could vote. Very few people fit that description, and most of the country was not allowed to vote!
- 4 Leaders slowly began to change laws to let more people vote. By the middle of the 1800s, men no longer had to own land in order to vote. That meant that voters did not have to be rich. Even men with very little money had the power to share their ideas and beliefs. This was an important step in opening the government to all citizens.
- 5 In 1870, a new law ended the idea that only men of certain races could vote and gave the right to all men over 21. Still, women did not share the right. It took until 1920 for a law to arrive to bring the right to vote to women. After that, men and women of all races were allowed to participate in elections.
- 6 This was not the end to voting changes, though. For many years, some states made people pay to vote. This made it hard for many people who had little money to participate. In 1964, this practice was ended, and after that voting was free to everyone.
- 7 In 1971, another law lowered the national voting age from 21 to 18. This made sense to many people, since 18-year-olds were adults who could drive cars and even serve in the army. It seemed only right to let them choose their own leaders as well. Other laws in the coming years made voting easier for all kinds of voters. Now there are even absentee ballots, voting forms for people who are away from their homes during an election.
- 8 Today, it's easier than ever to vote, and everyone is encouraged to do so. Together, people may work to select the best leaders for the future of the country.

**39** Write a summary of the article “Gaining the Vote.”

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**40** “The Voting Process” is organized with a central idea and supporting details. How is the organization of “Gaining the Vote” different? Use **two** details from “Gaining the Vote” to support your response.

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**41** Which article was more effective in explaining the history of voting in the United States? Use examples from **both** articles to support your opinion.

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42

How have voting rights changed over time? Use information and details from **both** articles to explain your answers.

In this answer, be sure to do the following:

- tell about how voting rights were granted
- tell how voting rights have changed from then until now
- include details from both articles to explain your answer

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