Grade 6
English Language Arts
(Read this caption to Students with Visual Impairments Only.)
This is a picture of some cockroaches.
Cockroach Survivors

1 People don’t want bugs in their homes, but cockroaches are the most widely disliked. You have to respect cockroaches, though. They have been on Earth for 300 million years! They were here long before dinosaurs.

2 How have cockroaches survived so long? For one thing, they eat almost anything. Their food can be dead or alive. They can survive without food for weeks and weeks.

3 Speed also helps roaches escape from danger. Some cockroaches can run up to two miles per hour!

4 Two brains are better than one. Cockroaches have one brain in their heads and another near their stomachs. The extra brain helps them survive. A roach can even live without its head for a while.

5 Cockroaches live in buildings all over the world. They live in wet rain forests. They live in dry deserts. You had better get used to them. These survivors can live anywhere!
(Read this caption to Students with Visual Impairments Only.)
This is a picture of two boys in a tent. It is raining. One boy is looking outside the tent. The other boy is unfolding his sleeping bag inside the tent.
Camping
(Task 1)

Tyrone and Michael are camping. In their tent, they roll out their sleeping bags. They listen to the plop, plop, plop of raindrops on the roof of the tent. Michael opens the tent flap and sees that the fire pit is turning into a puddle. The raindrops land on his face, and they feel cool on his skin. Tyrone stretches out in his sleeping bag, listening to the rain. The raindrops fall into a rhythm that makes him feel sleepy.
Camping
(Task 2 and Task 3)

1 Tyrone and Michael are camping. In their tent, they roll out their sleeping bags. They listen to the plop, plop, plop of raindrops on the roof of the tent. Michael opens the tent flap and sees that the fire pit is turning into a puddle. The raindrops land on his face, and they feel cool on his skin. Tyrone stretches out in his sleeping bag, listening to the rain. The raindrops fall into a rhythm that makes him feel sleepy.

2 Michael touches the floor of the tent with his hand. It is starting to get wet. He and Tyrone pull out the extra tarp that their parents gave them. They put the tarp down over the floor of the tent. It will keep the floor dry, as well as their sleeping bags. Michael and Tyrone listen to the raindrops as they fall asleep.
Rain
(Task 2 and Task 3)

1 Rain is refreshing and a beautiful sight.
2 The raindrops all glisten when they catch the light.
3 I hear the rain as it hits the ground,
4 Plop, plop, plopping all around.
5 But I like how the raindrops feel cool on my hand,
6 And leave damp spots wherever they land.
7 The air smells fresh when the rainstorm has passed.
8 And I will miss the rain—it goes by too fast!
This is a picture of a girl and boy looking at the night sky. The boy is pointing at the meteors in the sky.
Astronomer
(Task 1)

A scientist who studies space is called an astronomer. An astronomer came to speak to our class about comets and meteors. We learned that comets are made of rocks and ice. Comets melt as they go around the Sun. Pieces break off as the comets melt. These small pieces are called meteors.
Astronomer
(Task 2 and Task 3)

1 A scientist who studies space is called an astronomer. An astronomer came to speak to our class about comets and meteors. We learned that comets are made of rocks and ice. Comets melt as they go around the Sun. Pieces break off as the comets melt. These small pieces are called meteors.

2 Our class learned that shooting stars are not really stars at all. Most of them are meteors. Meteors burn up when they enter Earth’s atmosphere. That’s when we can see them.

3 The scientist said the best way to see meteors is to sit outside on a clear night, away from bright lights. She also said that a good time to look for meteors is from midnight to dawn. We call many meteors seen at the same time a meteor shower.

4 I’d love to see some meteors shooting across the sky.
From Comets to Meteors
(Your Internet Source for News)
(Task 2 and Task 3)

1 What is the difference between a meteorite and a meteor?

2 Meteorites are rocks from space that fall to Earth. These large rocks often leave craters (bowl-shaped holes) when they land. The Barringer Crater in Arizona was caused by a meteorite. That crater is just over a half mile wide and 660 feet deep.

3 Meteors are the same kind of object as meteorites, but meteors burn up in space. They do not fall to Earth.

4 What is a shooting star?

5 A shooting star is not a star—it’s a meteor. It lights up as it moves across the sky.
(Read this caption to Students with Visual Impairments Only.)
This is a picture of two scientists talking to each other. A drawing labeled "Pluto" is next to them. There is a large telescope in the background.
Pluto

1 In 2006, a group of scientists decided that Pluto was not really a planet. The scientists said that Pluto did not fit the definition of a planet.

2 First, a planet must orbit the Sun. Pluto does indeed orbit the Sun, but at an angle, which is different from the other planets in our solar system.

3 Second, a planet must be large enough for gravity to squash it into a ball. By this requirement, Pluto is much too small to be a planet.

4 Third, a planet must have cleared its orbit of other objects. This means it has to be big enough and heavy enough to pull objects into itself or push them away. Pluto’s orbit crosses over the orbit of the planet Neptune. Since Pluto does not meet this third requirement, it is not a planet.

5 For years, Pluto had been considered to be a planet. In 2006, scientists proved that Pluto is not a planet.
Grade 7
English Language Arts
(Read this caption to Students with Visual Impairments Only.)
This is a picture of a woman, a man, a girl, and a boy sitting at a round table looking at travel brochures. One brochure is titled “Dolphin Cruises.”
Dolphin Cruise

1 Mona and her family were trying to decide how to spend her school vacation. They didn’t want to travel far. They wanted to do something fun. The problem was, everyone had a different idea of what “fun” meant.

2 “I want to visit the Science Museum,” Mona said.
3 “Honey, we’ve been there so many times,” her dad said. “I’d love to take you fishing.”
4 Mona’s brother Terrence frowned. “You like fishing on a quiet little lake, Dad. I think that’s boring. I’d love to go deep-sea fishing.”
5 “That’s a bit too exciting for me,” his dad admitted.
6 “I wouldn’t like that at all,” Mona said. “I don’t even like eating fish.”
7 “How about watching something else eat fish?” her mother suggested.
8 They all turned to look at Mona’s mother.
9 “I’ve thought of a compromise,” she said. “Something that has science, excitement, and the sea. We could go on a dolphin cruise!”
10 “My friend Niko took his cousins on one when they came to visit Florida,” Terrence said. “It did sound like fun.”
11 “That sounds great,” Mona said, and her dad agreed. “Funny how we forget how many fun things there are to do around here.”
(Read this caption to Students with Visual Impairments Only.)
This is a picture of a boy looking up at a girl in a lifeguard chair. She is smiling at him.
Lifeguard Class

1 Calvin’s big sister, Lauren, is learning to do a very important job. Lauren is learning to be a lifeguard. Calvin is very glad to hear this because swimming is his favorite sport.

2 Lauren goes to the community pool every day to learn skills to be a lifeguard. When Lauren comes home, Calvin asks her about what she learned.

3 Lauren explains how they practice scanning. That means the lifeguard looks back and forth across the water to make sure all the swimmers are safe. Sometimes Lauren sits in the tall chair next to the pool to scan the water. Other days, she stands by the side of the pool and scans.

4 Calvin wants to know more. Lauren tells him about the practice rescues. At the end of each class, Lauren and her partner practice saving each other. Lauren’s partner jumps into deep water. Lauren jumps into the deep water too. She helps her partner get to the side of the pool and climb out. Then Lauren’s partner practices saving her.

5 “These classes are really difficult, but I’m very glad I am learning,” Lauren tells Calvin. “I want to keep you and the other swimmers safe in the water.”
This is a picture of a man holding a hose. He is in his backyard watering his grass.
Watering the Grass

1 A man walked out in his yard
   To enjoy his healthy, green lawn.
   He found the grass was dry
   And brown under his feet.
   Only thornbushes and weeds grew there.

2 “Why isn’t my lawn green like yours?”
   He asked his neighbor.
   His neighbor said,
   “It all depends on where you water it.”

3 The man thought.
   He’d watered
   Along the fence,
   Next to the steps,
   Behind the shed.

4 But that’s where the weeds grew.
   He’d watered in the wrong places.

5 The next month
   He watered
   Out in front,
   Along the walk,
   Between the flower beds.

6 And that’s where the grass grew,
   Fresh and green under his feet.

7 So if your life feels withered and dull,
   Ask yourself,
   Have I been feeding the weeds
   Or the grass?
   For in life, as well as with grass,
   It all depends on where you water it.
Grade 8
English Language Arts
(Read this caption to Students with Visual Impairments Only.)

This is a picture of two people watching another person hit a golf ball. One of the watchers is telling the other to be quiet.
Golf Rules

1. Unlike most sports, golf is usually played without a referee, an umpire, or a coach. It is up to the players themselves to make sure they follow the rules. There are basic rules that will help you conduct yourself properly.

Safety

2. Safety should come first. Always make sure that no one is in danger of getting hit when you swing a golf club. If you accidentally hit a ball that could hit someone, you should always call out this warning: “Fore!”

Respect for other players

3. Be considerate of other players. That includes not moving or making noise while another player is taking a stroke (hitting the golf ball with the club).

Pace of play

4. Play at a steady speed and be ready when it is your turn. If you are delayed, invite the group behind you to go ahead, or “play through.”

Care of the course

5. Do your best to prevent any damage to the course. Avoid making holes in the ground with your club. If you leave a hole or footprint in a sand trap, rake sand in it.

6. When your game is finished, shake hands, congratulate the winners, and thank the other players for their company.
This is a picture of two gardens. There are watermelon and lettuce plants growing in them. They are located on the roof of a building in a city. The Sun is shining.
Farming in the City

1. Crops are usually grown in wide, open fields. This kind of space is not available in a city, but a different kind of farming can be done.

2. In cities such as New York City, farmers have begun to grow plants on the roofs of large buildings. This way, they can sell fresh, local fruits and vegetables to people who live in the city.

3. Rooftops are good places for farms. There is always sunlight on top of a roof because trees are not tall enough to create shade. Rooftops are also safe from many garden pests like rabbits and deer.

4. A large quantity of fruits and vegetables can be grown on a roof. One farm called “Gotham Greens” in New York grew over 160,000 pounds of vegetables in only one year.

5. Due to these successes, rooftop farms are becoming more and more popular. Spaces on tops of buildings that were once thought to be unusable have turned into city farms.
This is a picture of a man using a rake to make piles of sea salt. A truck is in the background.

(Read this caption to Students with Visual Impairments Only.)

This is a picture of a man using a rake to make piles of sea salt. A truck is in the background.
Sea Salt: From the Sea to Your Table

1 Salt farmers collect salt from ocean water and use it for food. There are two main ways the salt farmers collect the salt from ocean water.

2 One way to remove large amounts of salt from seawater is by using collection ponds. First, salt farmers place seawater in a pond. Then, the Sun evaporates the water. When all of the water has evaporated, bits and pieces of salt are left behind. The salt farmers break up the salt with rakes, and they shovel it into trucks. The trucks carry the salt to a warehouse to be washed and cleaned for packaging for customers.

3 Another way to collect salt from ocean water is by using a special pan called a “salt pan.” Small amounts of salt are harvested using this method. The pan, filled with seawater, is placed in a hot and sunny place. In time, the water evaporates, and the salt is left behind. The salt is gathered and packaged for use.
Grades 6–8
English Language Arts—Writing
(Read this caption to Students with Visual Impairments Only.)
This is a picture of four students sitting and talking. There is a movie playing on a television.
After-School Activities

1 Everyone knows there are many benefits for students who play school sports. But what if a student isn’t interested in sports? Schools need to offer their students more after-school activities.

2 Offering more after-school activities will help students make friends. Some students might be interested in movies or science. It would be great if those students could get together to talk about those topics. Students in a movie club could watch and discuss their favorite movie. Those in a science club could work together on experiments.

3 Providing more after-school activities will encourage students to learn new skills. It is important for students to learn new skills to be successful in the future. For example, a student who likes playing on computers might join a computer club. He or she would be able to learn more about computers after school with other students.

4 Principals worry that no one will come to new after-school activities. However, they can give a survey to find out how many students will join in each activity. After-school activities can be for all students!