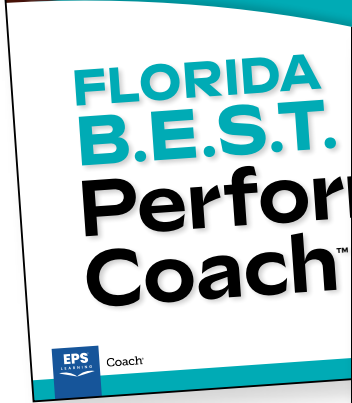
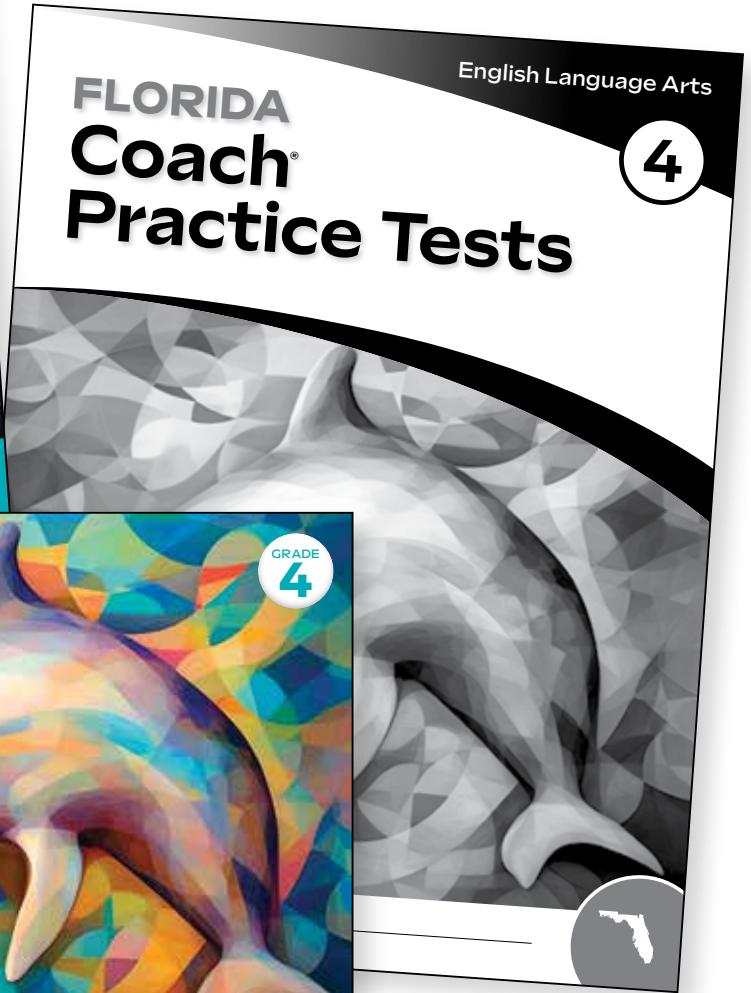


SAMPLER

*Includes a Student Edition lesson and
Practice Tests samples*



CONTENTS

Letter to the Student	1
Lesson 1 Fiction	2
Lesson 2 Poetry	18
Lesson 3 Drama	34
Lesson 4 Analyze Literature	50
Lesson 5 Articles.	66
Lesson 6 Persuasive Texts	84
Lesson 7 Historical Texts	98
Lesson 8 Scientific and Technical Texts	116
Lesson 9 Analyze Informational Texts	132
Lesson 10 Analyze Texts Across Genres	148
Lesson 11 Writing Foundations	164
Lesson 12 Write a Response to Literature	180
Lesson 13 Write a Narrative	196
Lesson 14 Research Skills.	212
Lesson 15 Write an Informative or Explanatory Text . . .	230
Lesson 16 Write an Opinion	244
Lesson 17 Revise and Edit	258
Glossary	275
Writing Rubrics	283

Analyze Informational Texts

1 GETTING THE IDEA

When you want to know more about a topic, you probably read more than one source. By using multiple sources, you add to your knowledge of a topic. You might read multiple nonfiction texts to:

- locate an answer to a question.
- solve a problem quickly and efficiently.
- learn more about a historical event or scientific concept.
- write or speak about a topic knowledgably.

Analyzing

When you read several nonfiction sources, it is important to make comparisons and connections between the sources. For example, imagine that you are learning about good nutrition. You might read the following texts:

- a section in a science textbook about eating balanced meals
- an essay about students making good snack choices
- a newspaper article comparing the Food Pyramid to My Plate

Each source has nutrition as its topic, but the text type, text structure, and central idea may be very different. The author's **perspective**, or how the author feels about the topic, may also be different.

Summarizing

The first thing you should do when you read more than one source is to examine each one separately. Identify the central ideas and relevant details. Think about how the ideas and details connect to one another and to the topic. Look for key words and phrases that will help you discuss the topic. Then, **summarize** the text by restating the central ideas and relevant details in your own words. A good summary helps you remember what you have read and shows that you understand the text.

Making Comparisons

Once you understand each text, you are ready to compare and contrast the texts to deepen your understanding of the topic. When you **compare**, look for ways in which the texts are alike. Notice ways in which they are different to **contrast** them. Consider the text type, its structure, and the author’s perspective. Let’s take a closer look at some texts about good nutrition as an example.

- A **science textbook** will have a general overview of a science topic. It might use a whole-to-part structure to give you facts and details. The text will be objective because the author keeps a neutral perspective and doesn’t share opinions.
- An **essay** might identify the problem of making poor snack choices and then offer solutions. Or, it may use cause and effect to show what leads to poor snack choices. The author may choose facts that support his or her opinion, or claim.
- A **newspaper article** may compare and contrast the Food Pyramid and My Plate. While the author may express an opinion about which food guide is better, he or she will still present facts and details about each one.

Look for these things when you compare and contrast texts:

- text type and text structure
- **author’s purpose**, or reason for writing, and author’s perspective
- central idea and relevant details, or claim and evidence
- graphic features

Read the paragraphs below and on the next page. Circle elements that are alike. Underline elements that are different. Then, summarize each passage.

from “Healthier Snack Choices”

Kids should stop eating junk food as snacks. While they may taste good, their calories don’t add anything to your well-being. Instead, the added sugar can cause tooth decay and weight gain. Healthy food choices involve eating a combination of many different kinds of nutritious foods. Foods with lots of colors are the healthiest. You’ll get all the nutrients you need from them.

from “Beware of Sodas”

Sugary sodas can pose many health problems. The additional sugar from these drinks adds calories without the nutrients. It also leads to tooth decay. Another ingredient in soda presents a hidden danger—phosphoric acid. This additive affects the balance of the minerals calcium and phosphorous in the human body, which in turn can affect growth and bone strength. Limit your intake of soda and drink water instead. Water is readily available, calorie-free, and needed by the body. All the important body processes need water in order to function properly.

Making Connections

After you have compared and contrasted different texts, make connections between the texts and **integrate information**. When you integrate information, you combine the important ideas from each source to show your knowledge of a particular topic.

Here is how one student integrated information from both passages in order to share her knowledge about foods to avoid.

Junk food and soda may taste good, but they can pose health risks to kids. The added sugars in these products can cause tooth decay and weight gain. Other ingredients can affect growth and bone strength in negative ways.

Language Spotlight • Shades of Meaning

Synonyms are words that have the same or nearly the same meaning. Certain synonyms, however, also have shades of meaning. Shades of meaning are small, but important, differences in the meanings of similar words. These differences may relate to strength or the feelings that the meanings convey. Think about the words below. How would the meaning of each sentence change if the word *command*, *order*, *demand*, or *advise* were used instead of the word *tell*?

The principal tells the students to line up.

I will tell all my friends to read this book.

2 COACHED EXAMPLE

Read the passage.

Read Before You Eat

It's snack time, and you're hungry. You reach in the pantry and grab the first thing you see: a small bag of chips. You're about to open the bag. But wait, there's something you need to do before you eat.

Read the Label

All packaged foods have a food label on them. It's usually on the back or side of the product. Find the heading "Nutrition Facts." At first, the label can look confusing, but everyone should know the basics.

Nutrition Facts	
Serving Size: 1 oz. (28g/about 21 pieces)	
Servings Per Container: About 2	
Amount Per Serving	
Calories 170	Calories from Fat 110

Serving Size

Begin by looking at the serving size. It's right under the "Nutrition Facts" heading. Serving size is how much there is in one serving of food. Note that the label says that a serving size is one ounce. That amount can be hard to guess, but the label tells you a serving is about twenty-one pieces, or chips. It includes the metric weight of 28 grams, too.

Now comes the tricky part. Look at the servings per container. Although it might seem normal to think of one bag as one serving, that's not always the case. This bag holds about two servings. Does this come as a surprise? If you were to eat one serving of chips, you would eat only half the bag.

Calories

All foods contain calories. A calorie is a unit used to measure energy. Your body burns calories for energy. The nutrition label shows that one serving is 170 calories. But now you know that the bag holds two servings, which means two times the calories. The whole bag contains 340 calories.

Calories from Fat

Move to the right of the calorie listing to the calories from fat. The number 110 means that 110 calories out of the 170 come from fat. That's more than half the calories in the bag. It means the chips are high in fat and aren't something you should eat every day.

The average person needs about 2,000 calories a day. After your body burns the calories it needs, the leftover, unused calories are stored as fat around the body. Experts on nutrition recommend that only about thirty percent, or one third, of the day's calories should come from fat.

Compare and Contrast

Now look at the nutrition facts on a bag of baby carrots and compare them to the chips. One serving size is half a cup of carrots or about six carrots. The total amount of calories in one serving is 25, and there are no calories from fat. Even if you're extra hungry, you can have a second serving of carrots and consume only 50 calories. In fact, you could have three servings of carrots and still eat fewer calories than one serving of chips. In addition, none of the calories come from fat, so your daily allowance of fat can be saved for other foods you eat during the day.

Nutrition Facts	
Serving Size: ½ cup (70g/6 carrots)	
<hr/>	
Amount Per Serving	
Calories 25	Calories from Fat 0

There is much more to learn from a food label, but knowing the basics is a good start. So, the next time you want a snack, go ahead and have one—after you read the label.

Answer the following questions.

- 1 Which of these points is a relevant detail of the passage?
- A. calculating serving size
 - B. converting ounces to grams
 - C. choosing good snacks
 - D. eating baby carrots

Hint The headings in an article tell what different sections of the article are about. They also help you focus on the key points the author wants to share.

- 2 Which of the following **best** describes the overall structure of the passage?
- A. an essay that explains why readers should eat nutritious snacks
 - B. an analysis of the nutritional value of chips
 - C. a description of steps to take to understand a food label
 - D. a comparison of baby carrots and a bag of chips

Hint Think about the author's purpose for writing the text. What structure fits this purpose?

- 3 Read the sentences from the passage.

Serving size is how much there is in one serving of food. Note that the label says that a serving size is one ounce.

Which of the following words would you choose to replace the word note in the sentence to give it a stronger meaning?

- A. notice
- B. observe
- C. look at
- D. see

Hint To help you find the strongest word, try using each word in the sentence. Then, ask which word feels stronger or sounds more like a command.

- 4 This question has two parts. Answer Part A and then answer Part B.

Part A

What is the claim in the passage?

- A. Reading food labels is important, and you should make the effort to understand them.
- B. You should be careful not to eat more calories than your body needs.
- C. It is often difficult to tell how much is in one serving of food.
- D. Healthful eaters should pay attention to how much fat they consume each day.

Part B

Which sentence **best** reveals the answer in Part A?

- A. At first, the label can look confusing, but everyone should know the basics.
- B. Serving size is how much there is in one serving of food.
- C. The average person needs about 2,000 calories a day.
- D. Experts on nutrition recommend that only about thirty percent, or one third, of the day's calories should come from fat.

Hint The claim is usually stated toward the beginning of the passage. It may be restated at the end of the passage, as well.

3 LESSON PRACTICE

Use the Reading Guide to help you understand the passage.

Reading Guide

What is the passage mostly about?

How many calories are in two servings of macaroni and cheese? How do you know?

Food Facts

Everyone has seen the nutrition labels on packaged foods. However, not everyone knows what the different words, numbers, and percentages mean. Learning to read food labels helps people make sense of the information and make better food choices.

Nutrition Facts

Nutrition facts on food labels usually appear in a certain order. The basic information is listed at the top, right under the heading Nutrition Facts.

Serving Size refers to the amount of food that is equal to one serving. Many packaged foods often contain more than one serving. Look right under Serving Size to learn how many servings are in a package. The label shows that this package of macaroni and cheese contains two servings. This is an important fact to consider when deciding how much to eat. It is also important to know that the rest of the label gives information on one serving, not on the total contents of the package.

Nutrition Facts	
Serving Size	1 cup (228 g)
Servings Per Container	About 2
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value	
Total Fat 12 g	18%
Saturated Fat 3 g	15%
Trans Fat 3 g	
Cholesterol 30 mg	10%
Sodium 470 mg	20%
Total Carbohydrate 31 g	10%
Dietary Fiber 0 g	0%
Sugars 5 g	
Protein 5 g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

This food label is from a package of macaroni and cheese.

Reading Guide

How do the headings relate to the food label?

How does reading the headings help you understand how the passage is organized?

How does the macaroni and cheese label help you better understand the information you read in the passage?

Calories and Fat

Calories are fuel for the human body. As the body works, plays, or exercises, it uses calories for energy. The calories a body doesn't use are stored as fat. People need some fat in their bodies. But to be healthy, they should avoid foods that have too many calories from fat. This label shows that 110 of the 250 calories—almost half—come from fat.

Percent Daily Values

The next part of the label lists Percent Daily Values. These percents are based on an average person's diet of 2,000 calories a day. For example, one serving of macaroni and cheese contains eighteen percent of the daily allowance of Total Fat. That leaves eighty-two percent total fat left for other foods for that day.

Percent Daily Values are given for different kinds of nutrients. For the most part, people should avoid foods with too much fat and sodium. Sodium is another word for salt. People should also avoid foods that have too much sugar. Instead, they should try to eat foods that are high in fiber, protein, and vitamins and minerals.

Vitamins and Minerals

Vitamins and minerals are important to a healthy body. Foods that contain ten to twenty percent of the daily value for these nutrients are good choices. Notice that calcium is the only nutrient on the macaroni and cheese label that meets this goal.

Reading Guide

Why is it important for people to read ingredients on a food label?

How does the information on the food label apply to you?

Ingredients

Ingredients include all the things used to make a certain food. It is like a recipe for what is in the food. This list often appears at the end of the food label but can appear in other places. Each ingredient is weighed and then listed in order from most to least. In other words, the foods making up most of the product are listed first.

This list is especially helpful for people with food allergies or special diet concerns. Someone with peanut allergies, for example, would not buy a product with peanut oil as an ingredient. A person who needs to watch out for sugar knows to look for ingredients that name other forms of sugar, such as corn syrup, juice concentrate, sucrose, or honey.

Practice Makes Perfect

It takes practice to read and understand nutrition facts. A good place to start is to compare food labels. Two different brands of macaroni and cheese, for example, can have different daily percent values and different ingredients.

Knowing the serving size, calories, and nutrient values helps consumers make good food choices. It's one more step people can take to have a healthy body.

Answer the following questions.

- 1 What is the **best** summary of this passage?
- A. Reading food labels can be confusing because they contain unfamiliar terms, numbers, and percents. Comparing food labels helps people see how foods can be alike and different.
 - B. Food labels are on packages to tell you how many calories are in a food and how many calories from fat the food has. This helps people avoid calories that come from fat.
 - C. Food labels tell about serving size, amounts of different nutrients, and ingredients. Comparing food labels helps people make better food choices.
 - D. Every food label is different, and that is why they can be confusing to read. You can compare food labels to see how the nutrients and ingredients are different.
- 2 Read the sentences from the passage.

Knowing the serving size, calories, and nutrient values helps consumers make good food choices. It's one more step people can take to have a healthy body.

Which of the following words could replace the word good to give the sentence a stronger, more positive meaning?

- A. decent
- B. fine
- C. wise
- D. adequate

Answer the following questions about both passages.

- 3 Which evidence is mentioned in **both** passages?
- A. Serving size is the amount of food that is equal to one serving.
 - B. Corn syrup, juice concentrate, sucrose, and honey are forms of sugar.
 - C. Percent Daily Values are given for different nutrients.
 - D. The list of ingredients includes everything that is in the food.

- 4 Read the paragraph from “Read Before You Eat.”

All foods contain calories. A calorie is a unit used to measure energy. Your body burns calories for energy. The nutrition label shows that one serving is 170 calories. But now you know that the bag holds two servings, which means two times the calories. The whole bag contains 340 calories.

Which sentence from “Food Facts” adds to your understanding of what calories are?

- A. This is an important fact to consider when deciding how much to eat.
- B. But to be healthy, they should avoid foods that have too many calories from fat.
- C. These percents are based on an average person’s diet of 2,000 calories a day.
- D. People should also avoid foods that have too much sugar.

- 5 This question has two parts. Answer Part A and then answer Part B.

Part A

Which claim is **best** supported by the evidence in both passages?

- A. Everyone should read food labels when snacking.
- B. Reading food labels can help people make better food choices.
- C. Food labels can be confusing and difficult to read.
- D. Using nutrition labels to compare foods is a good practice.

Part B

Which details from the passages support the answer in Part A? Choose **two** answers.

- A. Labels help people learn how many calories from fat a food has.
- B. Food labels can be tricky because they do not always show normal amounts for serving size.
- C. Nutrition facts on food labels are usually listed in a certain order.
- D. Labels help people find nutrient-rich foods.
- E. Ingredients that may cause allergies are usually listed on the label.

- 6 You have read two passages about food labels: “Read Before You Eat” and “Food Facts.” Write an essay that explains why food labels are included on the food we buy. What do we learn from these labels, and why is this knowledge important? Use information from **both** passages to support your response.

Writer’s Checklist

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the passages carefully.
- Think about how the question relates to the passages.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passages as you write your essay.
- Make sure you use evidence from the passages to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I stayed focused on answering the question.
- I used evidence from the passages to support my ideas.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Lined writing area with 25 horizontal lines.

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STANDARDS CORRELATIONS

Florida B.E.S.T. Standards Correlations

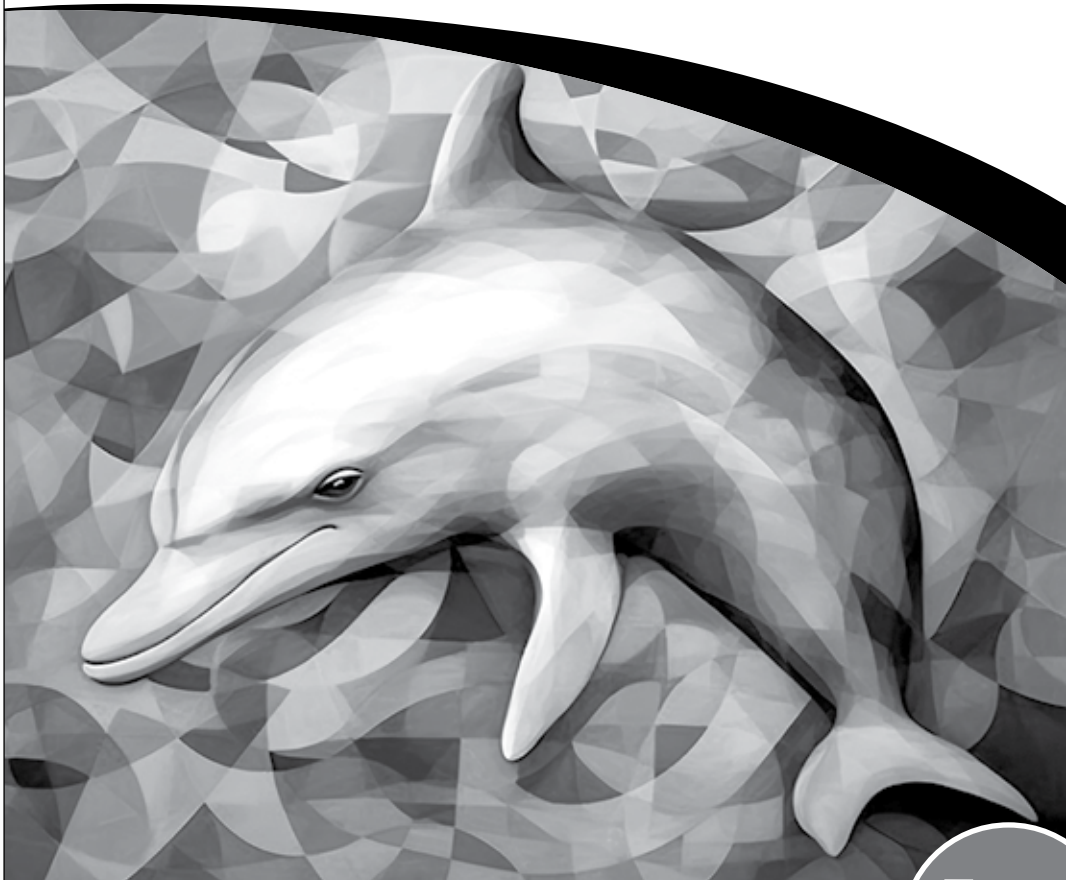
Standard	Grade 4	Lesson(s)
Reading		
Reading Prose and Poetry		
ELA.4.R.1.1	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	1, 3, 4, 12, 13
ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text.	1, 2, 3, 4
ELA.4.R.1.3	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	1, 2, 4
ELA.4.R.1.4	Explain how rhyme and structure create meaning in a poem.	2
Reading Informational Text		
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	5, 6, 7, 8, 9
ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.	5, 8, 10, 11, 15
ELA.4.R.2.3	Explain an author's perspective toward a topic in an informational text.	7, 9, 10, 11
ELA.4.R.2.4	Explain an author's claim and the reasons and evidence used to support the claim.	6, 9, 16
Reading Across Genres		
ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s).	2, 3, 12
ELA.4.R.3.2	Summarize a text to enhance comprehension.	1, 4, 5, 6, 8, 9, 10, 11
ELA.4.R.3.2.a	Include plot and theme for a literary text.	1, 4
ELA.4.R.3.2.b	Include the central idea and relevant details for an informational text.	5, 6, 9
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.	7
Communication		
Communicating Through Writing		
ELA.4.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.	11, 13, 17
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	11, 16
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	11, 12, 14, 15
ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	11, 13, 15, 16, 17
Following Conventions		
ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	11, 12, 13, 14, 15, 16, 17
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.	10, 14, 15
Creating and Collaborating		
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	11, 13, 15, 16, 17

Standard	Grade 4	Lesson(s)
Vocabulary		
Finding Meaning		
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.	7, 8, 9, 10, 15
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	2, 3
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1, 2, 3, 4, 5, 7, 9, 10, 15
ELA Expectations		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	covered throughout program
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	
ELA.K12.EE.3.1	Make inferences to support comprehension.	
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	

English Language Arts

FLORIDA
Coach[®]
Practice Tests

4



Coach

Name: _____



PRACTICE TESTS
SAMPLES

Reading

Read the passages “Kids Should Do Chores” and “Kids Shouldn’t Do Chores” and then answer Numbers 27 through 36.

Passage 1: Kids Should Do Chores

- 1 How do kids learn the skills they will need as adults? According to many people, helping with chores at home plays an important part in learning these skills. Housework is real. It needs to be done. It isn’t something that is the responsibility of only one person. Everyone who lives in the house should share the responsibility and the work.
- 2 One of the most important skills kids learn from doing chores is a sense of responsibility. As kids and as adults, we must know how to assume responsibility. We’re responsible for doing our work in school. Others depend on us to do our parts in projects. We’re responsible for doing our school assignments so that we can learn what we need to become successful adults. Later in life, at our adult jobs, others will depend on us to do our work. Our employers will expect us to be responsible for doing our parts to make the companies successful. We also have responsibilities to others in all our personal relationships.
- 3 Sharing chores with other members of the family builds teamwork. You learn to work with and depend on others as they work with and depend on you. Everyone learns to do his or her part. Teamwork is an important part of school, **extracurricular activities**, and work for the rest of your lives. Knowing how to be a team member helps make you a better **coworker**.
- 4 One part of being responsible and independent is being able to do practical things for yourself. Skills such as cooking, doing laundry, and cleaning are crucial in college and in adult life. Yes, housework can take some time away from homework or sometimes sleep. However, learning to do certain tasks as a child prepares you to take care of yourself later.

Go On 

- 5 Doing household chores can also help kids develop a number of other traits that help them become successful students and adults. The successful completion of tasks raises self-esteem. It empowers kids to have confidence in their ability to take care of themselves. It teaches patience and the capacity to stick with a task until it's finished, even if it isn't much fun. By working with others, including parents, kids develop a **work ethic** that will help them in school and in life.
- 6 Not only do family members learn a number of valuable skills by sharing chores, they also make more time to enjoy themselves. Sharing household chores means the chores get done faster. Parents have more time to spend with their children doing things that are fun. By working together, a family can also make time to play together.

Glossary

extracurricular activities: activities that take place outside of class

coworker: someone who works with other employees at a job

work ethic: the idea that hard work has value

Go On 

Passage 2: Kids Shouldn't Do Chores

- 7 Should kids be expected to do chores at home? Chores may build a sense of responsibility, but there are many reasons why kids should not do them.

Health Risks

- 8 Safety is one reason for not doing chores. Many household items and appliances can be dangerous. For example, vacuum cleaners can be heavy and difficult to operate. Improper use can put children at risk for injuries. Many appliances are electrical, and children might not have the ability to operate or clean them properly. This can be a risk. Young people might not have the skills or strength to perform some tasks properly, such as washing dishes. There is a risk of spreading germs because of improper washing. Glassware breaks easily, and broken glass is a risk. It is also dangerous for children to handle sharp knives and other types of kitchen tools.

- 9 There are also some health risks involved in household chores. Many children suffer from allergies or asthma. These conditions can be made worse by the dust from sweeping—even if a vacuum cleaner is used. Many household cleaners are toxic, and young people should not come into contact with them.

Time Drain

- 10 Health and safety are just the tip of the iceberg, however. School and homework put serious demands on children's time and energy. Education must be a priority for children. Therefore, students must have time to complete homework and study at home. They must also get adequate rest so they can perform well at school. Chores and housework take away from the time kids should be studying or sleeping.

- 11 Kids also need time to develop socially. They need time for activities with their friends. Not only are these relationships and activities important for social development, but they also provide stress relief. Kids need to unwind and relax. They need to play and enjoy the outdoors. They need to just be kids. The lack of these outlets could result in mental and physical distress for children.

Go On 

- 12 Learning responsibility is vital to becoming a successful person. Kids can learn responsibility at school, in the clubs and activities they join, and with their friends. They don't need to be burdened with household chores in order to learn responsibility.



Now answer Numbers 27 through 36. Base your answers on the passages “Kids Should Do Chores” and “Kids Shouldn’t Do Chores.”

27. Fill in the bubble **before** the sentence from the paragraph in Passage 1 that states the author’s perspective on housework within a family.

- 1 Ⓐ How do kids learn the skills they will need as adults?
 Ⓑ According to many people, helping with chores at home plays an important part in learning these skills. Ⓒ Housework is real.
 Ⓓ It needs to be done. Ⓔ It isn’t something that is the responsibility of only one person. Ⓕ Everyone who lives in the house should share the responsibility and the work.

28. How does the author of Passage 1 support the claim that chores help children become successful adults?

- Ⓐ by describing how doing certain tasks helps raise self-esteem
Ⓑ by saying that employers will expect adults to be responsible in the workplace
Ⓒ by explaining how school assignments help students learn the skills needed as adults
Ⓓ by showing how teamwork is an important part of school and extracurricular activities

29. Read this sentence from Passage 1.

“It empowers kids to have confidence in their ability to take care of themselves.” (paragraph 5)

The word empowers includes the prefix *em-*. Based on this affix, what does empowers mean as it is used in this sentence?

- Ⓐ gives power to
- Ⓑ is full of power for
- Ⓒ removes power from
- Ⓓ is against power over

30. Which sentence summarizes Passage 1?

- Ⓐ School assignments and chores give children a sense of responsibility.
- Ⓑ Kids gain confidence by doing and completing housework regularly.
- Ⓒ Chores help kids learn teamwork, which is an important part of school and adulthood.
- Ⓓ Chores give kids confidence and teach important skills like responsibility, teamwork, and patience.

Go On 

31. Read these sentences from Passage 2.

“For example, vacuum cleaners can be heavy and difficult to operate. Improper use can put children at risk for injuries. Many appliances are electrical, and children might not have the ability to operate or clean them properly.” (paragraph 8)

Select **two** words or phrases from the sentences that provide clues to the meaning of the word operate as it is used in the passage.

- (A) “vacuum cleaners”
- (B) “heavy and difficult”
- (C) “use”
- (D) “ability”
- (E) “properly”

32. Read this sentence from Passage 2.

“Many household cleaners are toxic, and young people should not come into contact with them.” (paragraph 9)

How does the detail support the central idea that children should not do chores?

- (A) by explaining why chores are not needed for children
- (B) by showing how chores can be unhealthy for children
- (C) by explaining why chores are difficult for children to complete
- (D) by showing how chores take too long for children to complete

33. Select **two** phrases that explain what the subheadings **Health Risks** and **Time Drain** show.

- (A) that chores can be fun to do
- (B) that chores are not always positive
- (C) that chores can be too difficult to do
- (D) that chores can take up the whole day
- (E) that chores can have bad effects on kids

34. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the author’s perspective on chores in Passage 2?

- (A) Chores can be unsafe for kids.
- (B) Chores teach kids responsibility.
- (C) Chores help kids unwind and relax.
- (D) Chores cause kids to develop allergies.

Part B

Which sentence from Passage 2 supports the answer in Part A?

- (A) “It is also dangerous for children to handle sharp knives and other types of kitchen tools.” (paragraph 8)
- (B) “Chores and housework take away from the time kids should be studying or sleeping.” (paragraph 10)
- (C) “Not only are these relationships and activities important for social development, but they also provide stress relief.” (paragraph 11)
- (D) “Kids can learn responsibility at school, in the clubs and activities they join, and with their friends.” (paragraph 12)

Go On 

35. Fill in the bubbles to show which opinion about doing chores is expressed in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Chores build a sense of responsibility.	Ⓐ	Ⓑ	Ⓒ
Chores are too difficult for kids to do.	Ⓓ	Ⓔ	Ⓕ
Chores help kids learn skills needed as adults.	Ⓖ	Ⓗ	Ⓘ

36. Fill in the bubbles to show what opinion about housework is expressed in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Housework can be associated with certain dangers.	Ⓐ	Ⓑ	Ⓒ
Sharing housework gives families more time together.	Ⓓ	Ⓔ	Ⓕ
Housework takes time away from children’s sleep and homework.	Ⓖ	Ⓗ	Ⓘ



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