

Using the B.E.S.T. Tools to Build FAST Results





Using the B.E.S.T. Tools to Build FAST Results

Notes

Test Design Summary and Blueprint	Achievement Level Descriptions
FAST Progress Monitoring	Evidence-Based Teaching Practices
B.E.S.T. Instruction	Data-Driven Systems
Next Steps	

Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

Test Design Summary and Blueprint: FAST ELA Reading and B.E.S.T. Writing

Grade 3 English Language Arts (ELA) Reading Benchmarks Coverage



Reporting Category	Benchmarks Assessed		% of Test
Reading Prose and Poetry	Literary Elements	ELA.3.R.1.1	25-35%
	Theme	ELA.3.R.1.2	
	Perspective and Point of View	ELA.3.R.1.3	
	Poetry	ELA.3.R.1.4	
Reading Informational Text	Structure	ELA.3.R.2.1	25-35%
	Central Idea	ELA.3.R.2.2	
	Purpose and Perspective	ELA.3.R.2.3	
	Argument	ELA.3.R.2.4	
Reading Across Genres and Vocabulary	Interpreting Figurative Language	ELA.3.R.3.1	35-50%
	Paraphrasing and Summarizing	ELA.3.R.3.2	
	Comparative Reading	ELA.3.R.3.3	
	Morphology	ELA.3.V.1.2	
	Context and Connotation	ELA.3.V.1.3	
Total Number of Items			36-40

KEY INSTRUCTIONAL TAKEAWAYS (K-5)



**Reading Demands
on Students**



**Questioning
Language**



Item Types



**Instructional
Implications**



Handout #5 Assessments to Inform Instruction Overview

Assessments to Inform Instruction Overview

Assessment	Assessment Tool	Description	When?	Who?	Questions the Assessment Answers
Screening		Brief tests that serve as a starting point for a student’s preparation for grade level reading instruction. Screening tests serve as a “first alert” that identify students who may need extra support to make adequate progress in reading during the year.	Administered at the beginning of the school year.	All Students	<ul style="list-style-type: none"> • What are the strengths and skills still emerging for each student? • Who may need extra instructional support? • How can I begin to plan for differentiated instruction?
Progress Monitoring		<p>Brief tests that keep the teacher informed about a student’s progress in reading during the school year. The tests are a quick sample of foundational reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year.</p> <p>If a student is not demonstrating adequate progress based on progress monitoring data, the teacher can modify instruction to accelerate reading achievement.</p> <p>If a student’s progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued.</p>	Administered on a routine basis (e.g., weekly, monthly, quarterly).	All Students	<ul style="list-style-type: none"> • Are the students learning critical literacy skills at an adequate rate over time? • Which skills should I emphasize in whole group instruction? • Which skills should I emphasize to differentiate instruction for each small group? • How should small groups be formed?
Formative Diagnostic		<p>Comprehensive tests that measure a variety of reading, language, or cognitive skills and are designed to provide a more detailed picture of the full range of a student’s knowledge and skills so that instruction can be more precisely planned.</p> <p>Diagnostic assessments are typically used if a student fails to make adequate progress after receiving extra reading instruction.</p>	Administered anytime more in-depth information is needed.	Only Students Not Making Adequate Progress	<ul style="list-style-type: none"> • What are the specific strengths and weaknesses of this student that I was unable to determine through progress monitoring and observation? • Which skills should I emphasize to plan for more powerful instruction for this student?

Modified to add a column for assessment examples.

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Achievement Level	Achievement Level Descriptions
Level 3	<p>Students at this level demonstrate on-grade-level success with the challenging content of the <i>Florida B.E.S.T. Standards</i>.</p> <p>A student performing at Level 3:</p> <ul style="list-style-type: none"> • uses knowledge of grade-level phonics and word-analysis skills to decode simple words, including those with common Greek and Latin roots and affixes, derivational suffixes, and multisyllabic words. • explains the character traits, feelings, motivations, and responses to situations of one or more characters using grade-level mid complexity literary texts. • explains a stated theme and how it develops, using some details, in grade-level mid complexity literary texts. • explains different characters’ perspectives in grade-level mid complexity literary texts. • identifies some features of types of poems: free verse, rhymed, verse, haiku, and limerick. • explains how text features contribute to meaning and identifies the text structures of chronology, comparison, and/or cause/effect in grade-level low-to- mid complexity texts. • identifies the central idea and explains how explicitly stated details support that idea in a grade-level mid complexity text. • explains the development of an author’s purpose using details in a grade-level mid complexity text. • identifies an author’s explicit claim and explains how one piece of evidence supports the claim in a grade-level mid complexity text. • identifies and explains metaphors, personification, and hyperbole in grade-level low-to-mid complexity text(s). • summarizes a grade-level low-to-mid complexity text to enhance comprehension with some accuracy; includes plot and/or theme in a literary text; uses the central idea and/or relevant details for an informational text. • compares and contrasts how two authors present information on the same topic or theme in grade-level mid complexity texts. • identifies and applies knowledge of common Greek and Latin roots, base words, and/or affixes to determine the meaning of unfamiliar words in grade- level content with some accuracy. • use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning or unknown words and phrases appropriate to grade level with some accuracy.
Level 4	<p>Students at this level demonstrate an above satisfactory level of success with the challenging content of the <i>Florida B.E.S.T. Standards</i>.</p> <p>A student performing at Level 4:</p> <ul style="list-style-type: none"> • uses knowledge of grade-level phonics and word-analysis skills to decode words, including those with common Greek and Latin roots and affixes, derivational suffixes, and multisyllabic words; describes how derivational suffixes turn words into different parts of speech. • explains how one or more characters develop throughout the plot in a literary text, using character traits, feelings, motivations, and response to situations using grade-level mid-to-high complexity texts.

Achievement Level	Achievement Level Descriptions
Level 4	<ul style="list-style-type: none"> • explains a theme and how it develops, using details, in grade-level mid-to-high complexity literary texts. • explains different characters’ perspectives in grade-level mid-to-high complexity literary texts. • identifies types of poems: free verse, rhymed verse, haiku, and limerick. • explains how text features contribute to meaning and identifies the text structures of chronology, comparison, and cause/effect in grade-level mid-to- high complexity texts. • identifies the central idea and explains how relevant details support that idea in a grade-level mid-to-high complexity text. • explains the development of an author’s purpose in a grade-level mid-to-high complexity text. • identifies an author’s claim and explains how an author uses evidence to support the claim in a grade-level mid-to-high complexity text. • identifies and explains metaphors, personification, and hyperbole in grade-level mid-to-high complexity text(s). • summarizes a grade-level mid-to-high complexity text to enhance comprehension; includes plot and theme for a literary text; uses the central idea and relevant details for an informational text. • compares and contrasts how two authors present information on the same topic or theme in grade-level mid-to-high complexity texts. • identifies and applies knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. • uses 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.
Level 5	<p>Students at this level demonstrate mastery of the most challenging content of the <i>Florida B.E.S.T. Standards</i>.</p> <p>A student performing at Level 5:</p> <ul style="list-style-type: none"> • uses knowledge of grade-level phonics and word-analysis skills to decode complex words, including those with common Greek and Latin roots and affixes, derivational suffixes, and multisyllabic words; describes how derivational suffixes turn words into different parts of speech. • uses explicit and implicit details to explain how one or more characters develop throughout the plot in a literary text, using character traits, feelings, motivations, and response to situations in grade-level high complexity texts. • explains a complex theme and how it develops, using relevant details, in grade- level high complexity literary texts. • explains different characters’ perspectives in a literary text using grade-level high complexity texts. • identifies and explains types of poems: free verse, rhymed verse, haiku, and limerick. • explains how complex text features contribute to meaning and uses explicit and implicit details to identify chronology, comparison, and cause/effect structures in grade-level high complexity texts.

Achievement Level	Achievement Level Descriptions
Level 5	<ul style="list-style-type: none"> • identifies the complex central idea and explains how relevant details support that idea in a grade-level high complexity text. • explains the complex development of an author’s purpose in a grade-level high complexity text. • identifies an author’s implied claim and explains how an author uses relevant evidence to support the claim in a grade-level high complexity text. • identifies and explains complex metaphors, personification, and hyperbole in grade-level high complexity text(s). • summarizes a grade-level high complexity text to enhance comprehension; includes complex plot and theme(s) for a literary text; uses an implicit central idea and relevant details for an informational text. • compares and contrasts how two authors present information on the same topic or theme, evaluating relevant evidence in grade-level high complexity texts. • identifies and applies knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of complex unfamiliar words in grade-level high complexity content. • uses multiple 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.

Achievement Level Descriptions – B.E.S.T. Standards
Office of Assessment

Florida Department of Education



Scan the QR Code or go to http://bit.ly/BEST_ALDs to access grades 3-10 ELA Achievement Level Descriptions - B.E.S.T. Standards.

Evidence-based teaching practices

Teacher understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps. While many alternative pathway teachers know what content they must teach, many have never had classes on how to teach the content using evidence-based practices. This infographic is a quick reference guide containing evidence-based practices that can impact learning that teachers can use daily to support effective instruction.

Principles of instruction

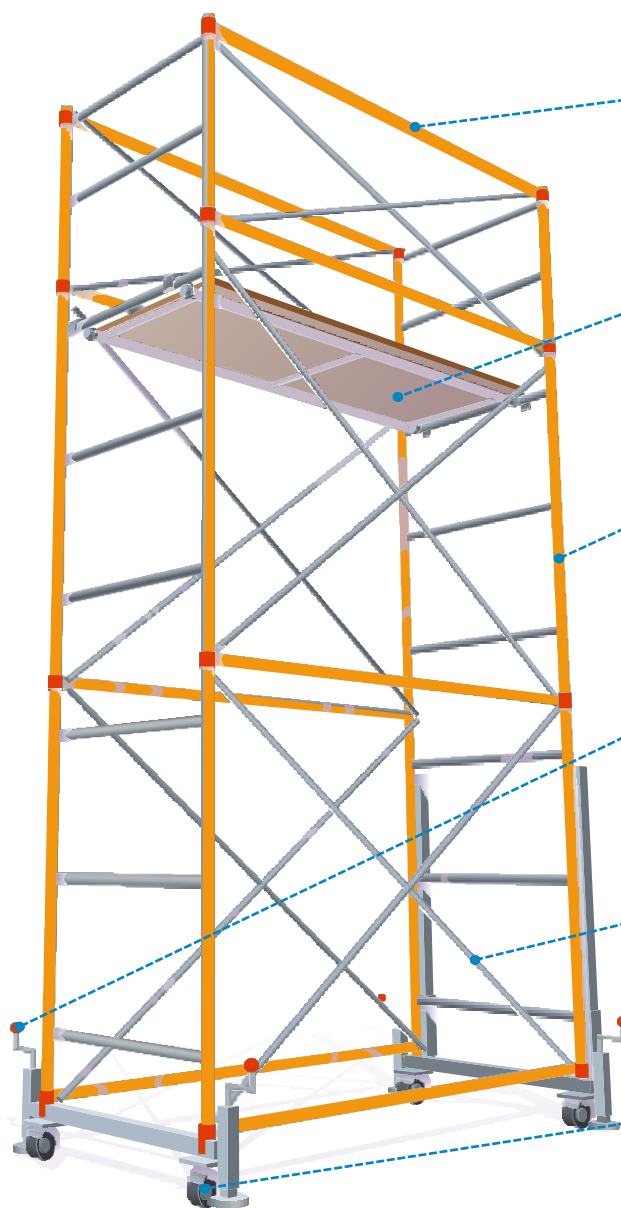
Research-based strategies that all teachers should know

- 1 Begin lessons with short reviews of previous learning.
- 2 Present new material in small amounts; assist students as they practice this material.
- 3 Ask many questions and observe student responses; questions allow students to connect new material with prior learning.
- 4 Provide models such as step-by-step demonstrations or think alouds to work out the problem.
- 5 Guide student practice by asking good questions and providing feedback.
- 6 Check that students understand the material; doing so can help students learn with fewer errors.
- 7 Obtain a high success rate (~ 80%) through teaching in small steps, guiding practice, and employing mastery learning techniques.
- 8 Provide scaffolds, or temporary supports, for difficult material.
- 9 Prepare students for and monitor independent practice; ample independent practice is necessary for skills and knowledge to become automatic.
- 10 Engage students in weekly and monthly reviews of past material.



Scaffolding

Temporary devices and procedures used by teachers to support students as they learn strategies.



Guard rails keep you from falling off the scaffolding. **Active engagement strategies** keep students on task.

The platform allows for stable footing to do the required work. **Evidence-based instruction** provides a stable foundation upon which learning is built.

The guard rail posts provide support to the whole structure. **Procedures** support scaffolding by ensuring student engagement in the design lessons.

Locking pins keep the scaffolding in place. **Corrective feedback** that is specific, timely, and ongoing and keeps students on the right track.

The cross brace keeps the scaffolding base sturdy. **Planning** ensures organization and keeps both the lesson and scaffolding focused.

Casters allow the scaffolding to move where needed. **Assessment** allows teachers to personalize learning for individual students and differing abilities.

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Read the passages "The Wild Side of Pet Cats" and "Dewey the Library Cat: A True Story" and then answer Numbers 1 through 7.

Passage 1: The Wild Side of Pet Cats

by Jo Waters

Was Your Pet Once Wild?

- 1 Did you know that your pet cat is closely related to wild animals? Finding out more about your pet cat's wild **ancestors** will help you give it a better life. . . .

Popular Pets

- 2 Cats can be kept in almost any home and they can be great companions. Although cats do not need walking, like dogs, they do need plenty of space to exercise. They also need regular care and special food.
- 3 Cats are very popular pets. In the United States, more people keep cats than dogs. . . .

Cat Habitats

- 4 Wild cats make their homes in different places. Most cheetahs live on the open plains, where they can run and hunt prey. Panthers and tigers live in jungles and forests. They are very good at climbing trees.
- 5 Smaller cats like cougars can live in mountains, swamps, pine forests, and even deserts.

Pet Habitats

- 6 A pet cat's habitat is its owner's home. Your cat still has the **instinct** to go out and hunt. Traffic and other animals can make this dangerous. Make sure your cat has a safe place to play in your house or yard.
- 7 All cats need somewhere to sleep or hide. A pet cat may have a bed somewhere in the house. You can buy special cat beds, but many cats choose their own sleeping place. This could be a warm shelf or a corner of a sofa. . . .

Sleeping

- 8 Most cats sleep a lot. Lions can sleep for more than twenty hours every day. After they have . . . eaten, they can sleep for a whole day without doing anything else.
- 9 Many wild cats, like jaguars, hunt at night or around dawn and dusk.

Sleeping Places

- 10 Wild cats sleep wherever they feel safe. Lions sleep in groups usually under the shelter of a tree or rock. Snow leopards spend most of the day resting on high rocks.
- 11 It is important for kittens to get lots of sleep because they grow while they are asleep.
- 12 Cats often take “cat naps.” These are short sleeps during the day. A cat needs to have naps to stay healthy and happy.
- 13 Pet cats sleep for about sixteen hours a day. If your cat lives for thirteen years, it will have spent over eight years asleep!

Glossary

ancestors: animals in the cat family that lived many years ago

instinct: the way animals or humans naturally act, without thinking about it

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Passage 2: Dewey the Library Cat: A True Story

by Vicki Myron

Dewey is a cat that was found in the book return of the Spencer Public Library in Iowa. The people in the library decided to make him a library cat. It did not take long for Dewey to get used to life in the library.

- 14 At two minutes to nine, Dewey would drop whatever he was doing and race for the front door.
- 15 A **patron** was always waiting outside at exactly nine o'clock when we opened the doors, and she would usually enter with a warm, “Hi, Dewey. How are you this morning?”
- 16 *Welcome, welcome,* I imagined him saying from his post to the left of the door. *Why don't you pet the cat?*
- 17 No response. The early birds were usually there for a reason, which meant they didn't have time to stop for a cat.
- 18 *No petting? Fine. There's always another person where you came from—wherever that is.*
- 19 It wouldn't take long for him to find a lap, and since he'd been up for two hours that usually meant it was time for a nap. Dewey was already so comfortable in the library he had no problem falling asleep in public places. He could fall asleep anywhere. . . .
- 20 In those days, Iowa provided envelopes with its tax forms, and we always put a box of them out for patrons. Dewey must have spent half his first winter curled up in that box.

- 21 "I need an envelope," a patron would say nervously, "but I don't want to disturb Dewey. What should I do?"
- 22 "Don't worry. He's asleep."
- 23 "But won't it wake him up? He's lying on top of them."
- 24 "Oh, no, the Dew's dead to the world."
- 25 The patron would gently roll Dewey to the side and then, far more carefully than necessary, slide out an envelope. He could have jerked it like a magician pulling a tablecloth from under a dinner setting, it wouldn't have mattered. Dewey was an expert when it came to napping.
- 26 "Cat hair comes with the envelope," I'd say. "No charge."

Glossary

patron: a person who uses a particular place regularly

Now answer Numbers 1 through 7. Base your answers on the passages "The Wild Side of Pet Cats" and "Dewey the Library Cat: A True Story."

1. What is the purpose of the **Cat Habitats** and **Pet Habitats** sections in Passage 1?
 - (A) to tell the history of different types of animals
 - (B) to describe problems that cats face and give solutions
 - (C) to explain why certain animals travel together in large groups
 - (D) to compare and contrast different types of living spaces for cats

2. In Passage 1, how does the author develop the central idea that people can learn about pet cats by watching wild cats?
 - (A) by showing the food that pet cats and wild cats hunt
 - (B) by giving examples of how wild cats and pet cats act alike
 - (C) by describing how wild cats are more dangerous than pet cats
 - (D) by explaining why pet cats are as interesting to study as wild cats

-
3. Select **two** sentences from Passage 2 that support the author’s claim that Dewey had no problem finding a place to rest.
- Ⓐ “*Welcome, welcome*, I imagined him saying from his post to the left of the door.” (paragraph 16)
 - Ⓑ “It wouldn’t take long for him to find a lap, and since he’d been up for two hours that usually meant it was time for a nap.” (paragraph 19)
 - Ⓒ “Dewey must have spent half his first winter curled up in that box.” (paragraph 20)
 - Ⓓ ““What should I do?”” (paragraph 21)
 - Ⓔ ““Cat hair comes with the envelope,’ I’d say.” (paragraph 26)
4. In Passage 2, how does the author develop her purpose of explaining what is special about a library in Iowa?
- Ⓐ by describing how a cat protects the library
 - Ⓑ by describing each room a cat sleeps in at the library
 - Ⓒ by describing the reason people come to visit a cat at the library
 - Ⓓ by describing how a cat behaves around the people who visit the library

-
5. Read the paragraph from Passage 2.

21 “I need an envelope,” a patron would say nervously, “but I don’t want to disturb Dewey. What should I do?”

What does the word nervously mean as it is used in paragraph 21?

- Ⓐ in anger
- Ⓑ with joy
- Ⓒ in silence
- Ⓓ with worry

6. How do the authors of both passages show that cats can make good pets?

- Ⓐ by explaining why cats like to move around
- Ⓑ by explaining that cats are more comfortable indoors
- Ⓒ by giving examples where cats are friendly toward humans
- Ⓓ by describing examples of how cats can find food on their own

7. Fill in the bubbles to show whether the information is found in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Cats are grouped into different types.	Ⓐ	Ⓑ	Ⓒ
Sleep is an important part of life for cats.	Ⓓ	Ⓔ	Ⓕ
Cats can be excited to spend time with people.	Ⓖ	Ⓗ	Ⓖ

Read the passage "Annika's Fireworks" and then answer Numbers 8 through 13.

Annika's Fireworks

by Lisa Rosinsky

- 1 An orange firework burst overhead. "Where do the sparkles go after they fall out of the sky?" Annika asked her family. "Do you know?"
- 2 Her little brother, Ben, gurgled and waved his tiny fist. "Great question," her mom said as she offered Annika a slice of watermelon. Her dad said, "Hmm," and adjusted his camera's lens.
- 3 Annika flopped down on the blanket her mom had spread on the grass. A white-and-gold firework blossomed high above the trees, and they heard a *pop-pop-bang!* echo down by the lake. Annika tipped her head all the way back. She watched the sparkles drip like glittering spray from a fountain before they disappeared into the dark. Kids were running between blankets all over the hilltop, kicking soccer balls, waving streamers.
- 4 This was her favorite day of the whole summer.
- 5 *Do the sparkles turn into stars? Annika wondered. Do they land in the treetops? Do they puddle up at the bottom of the lake in a mound of glitter?*
- 6 Two red fireworks shot across the sky like comets and burst into bright white lights that blinked on and off. Ben screamed happily and threw one of his shoes across the blanket. Her mom laughed and put it back on his foot. Her dad said, "Wow, look at that one!" and took a photo.
- 7 "Can I go look for sparkles?" asked Annika.
- 8 "When the show is over, honey," her mom said.
- 9 Annika wiggled her fingers like fireworks at Ben and said, "*Ka-boom!*"
- 10 After the show was done, all the families clapped. They talked about what a great fireworks show it was and wished each other a happy Fourth of July. Annika sighed. Her favorite day of the whole summer was almost over. Everyone started packing up to go.
- 11 Annika gathered the watermelon rinds and helped her mom fold the blanket. Annika's dad put away his camera and picked up Ben. Then Annika tugged her mother's sleeve. "May I go look for sparkles, please? Just for two minutes?"
- 12 "OK," Annika's mom said. "But stay where we can see you."
- 13 Annika ran to the edge of the field and looked around.
- 14 There were no orange sparkles in the grass. There were no red sparkles in the trees.

- 15 But hanging in the air, where the field met the trees, were dozens and dozens of sparkles like the white-and-gold fireworks. They were blinking on and off. Annika reached out to touch one. It landed on her hand.
- 16 A firefly! It had tiny wings and little legs that tickled as it crawled across her palm. It flashed once, twice, and then zoomed off into the trees.
- 17 Annika smiled. Maybe the fireworks were over, but she knew where to find sparkles for the rest of the summer.

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Now answer Numbers 8 through 13. Base your answers on the passage "Annika's Fireworks."

8. Read this sentence from the passage.

"An orange firework burst overhead." (paragraph 1)

What is the meaning of the word overhead as it is used in the passage?

- Ⓐ above
 - Ⓑ loudly
 - Ⓒ quickly
 - Ⓓ through
9. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read this phrase from the passage.

"Two red fireworks shot across the sky like comets . . ." (paragraph 6)

Which type of figurative language is used in this phrase?

- Ⓐ hyperbole
- Ⓑ metaphor
- Ⓒ personification
- Ⓓ simile

Part B

Why does the author use the type of figurative language in Part A?

- Ⓐ to show an event with fireworks
- Ⓑ to show how the fireworks move
- Ⓒ to show the way fireworks are made
- Ⓓ to show how far away the fireworks are

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

Part A

How does Annika change in the passage?

- Ⓐ Annika is scared at the beginning but happy at the end.
- Ⓑ Annika is proud at the beginning and thankful at the end.
- Ⓒ Annika is excited at the beginning but nervous at the end.
- Ⓓ Annika is curious at the beginning and surprised at the end.

Part B

Select the sentence that shows why Annika’s feelings change.

- Ⓐ At first she tries to ignore her brother, but then she teaches him about fireworks.
- Ⓑ At first she wishes to do something else, but then she sees the beautiful fireworks.
- Ⓒ At first she wants to learn more about fireworks, but then she finds blinking fireflies.
- Ⓓ At first she wants to be on her own, but then she watches the fireworks with her parents.

11. How does the passage develop the theme that searching can lead to new discoveries?

- Ⓐ Annika picks up the camera so she can learn how to take pictures.
- Ⓑ Annika loves the fireworks and wants to see them again next year.
- Ⓒ Annika looks for the sparkles so she can answer her own questions.
- Ⓓ Annika plays with her brother and wants to teach him about fireworks.

12. How is Annika's perspective different from her mother's?

- Ⓐ Annika thinks about people, while her mother thinks about food.
- Ⓑ Annika thinks about playing, but her mother thinks about the fireworks.
- Ⓒ Annika thinks about the fireworks, while her mother thinks about family.
- Ⓓ Annika thinks about the woods, but her mother thinks about taking pictures.

13. Which **two** sentences should be included in a summary of the passage?

- Ⓐ Annika goes to see the fireworks every year.
- Ⓑ Annika eats food given to her by her mother.
- Ⓒ Annika finds fireflies while looking for sparkles.
- Ⓓ Annika watches her dad take photos of fireworks.
- Ⓔ Annika and her family are watching fireworks together.