



# Grade 5

## FCAT 2.0 Reading

### Sample Answers

This booklet contains the answers to the FCAT 2.0 Reading sample questions, as well as explanations for the answers. It also gives the Next Generation Sunshine State Standards (NGSSS) benchmark assessed by each item. Although the Florida State Board of Education adopted the Common Core State Standards in the summer of 2010, these standards have not yet been implemented. For this reason, the FCAT 2.0 tests and sample questions and answers are based on the 2007 NGSSS. The benchmarks included in this booklet provide teachers with additional information. For more detailed information, follow this link to the Florida NGSSS website: <http://www.floridastandards.org/index.aspx>, or follow this link to the current benchmark language in the *FCAT 2.0 Reading Test Item Specifications*: <http://fcad.fldoe.org/fcat2/itemspecs.asp>.

Multiple-choice items in FCAT 2.0 Reading tests are scored by awarding one point for each correct answer.

The intent of these sample test materials is to orient teachers and students to the types of questions on FCAT 2.0 tests. By using these materials, students will become familiar with the types of items and response formats they will see on the actual test. The sample questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. Additional information about test items can be found in the *FCAT 2.0 Test Item Specifications* at <http://fcad.fldoe.org/fcat2/itemspecs.asp>.

The sample questions for students and the sample answers for teachers will only be available online, at <http://fcad.fldoe.org/fcat2/fcatitem.asp>.

**Passage: “The Boy Lincoln’s Best Teacher”**

“The Boy Lincoln’s Best Teacher” by Wayne Whipple. In the public domain. “Young Abe Lincoln reading”: Copyright © North Wind Picture Archives / Alamy.

**1 The correct answer is C (the most affectionate person in Abe’s family).**

Type of Text: Informational

Benchmark: LA.5.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. [*Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.*]

The correct answer is C. The base word of *fondest* is *fond*, meaning *affectionate* or *tender*. The words *It would be strange if her eyes did not fill* also support the idea that the mother is very appreciative and affectionate as a result of Abe’s kind actions.

**2 The correct answer is H (modest).**

Type of Text: Informational

Benchmark: LA.5.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

The correct answer is H. *Modest* is a synonym for *humble*. Included in the excerpt is the phrase *from the hut to the White House*, which also supports understanding of the word.

- 3** The correct answer is C (His childhood home reveals the simple beginnings where Abraham Lincoln was raised).

Type of Text: Informational

Benchmark: LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.

The correct answer is C. By showing how simple Abe's house and the backwoods were, the author helps to explain why the future president was a humble man who rose to greatness against all odds. *There were no regular schools in the backwoods then, so he never had a year's schooling in his life. He still managed to make the noble pilgrimage from their hovel to the highest home in the land. "The Backwoods Boy" made it from the hut to the White House, and to his mother, it would have seemed "too good to be true."*

- 4** The correct answer is I (Abraham Lincoln's mother contributed to his successful career).

Type of Text: Informational

Benchmark: LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is I. Abe's mother, Nancy, *insisted on sending the children to school, and she had a large share in Abe's early education . . . The best thing of all was the reading of "The Pilgrim's Progress."* It showed that she valued and encouraged learning. The passage concludes by returning to her contribution. *In reading to her son, she was fostering a spirit in her little son that would help him make the noble pilgrimage from their hovel to the highest home in the land.*

- 5** The correct answer is C (by describing childhood events that shaped Lincoln’s future).

Type of Text: Informational

Benchmark: LA.5.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

The correct answer is C. The author begins the passage by introducing Abe’s first two teachers and sharing a recollection of his early school days. It is then revealed that *The best thing of all was the reading of “The Pilgrim’s Progress” during the long Winter evenings*, showing that he appreciated how his mother *was fostering a spirit* in him. Next, the time when he surprised his family by bringing spicewood branches for the fire is described in detail to show *a little boy’s love and gratitude* for his mother. All of the events helped shape him into a great president.

### Poem: “Night and Day”

“Night and Day” by Robert Louis Stevenson. In the public domain. Photograph: “Tree at Sunset”: Copyright © images/Alamy.

- 6** The correct answer is F (glow, shine).

Type of Text: Literary

Benchmark: LA.5.1.6.9 The student will determine the correct meaning of words with multiple meanings in context. [*Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).*]

The correct answer is F. The words *glow* and *shine* are the two closest words in meaning of the available choices of pairs. The poem also offers a possible context clue to the correct answer as both *glow* and *shine* are within the poem and focus on what could be seen during the darkness (3rd stanza) and the daytime (8th stanza).

**7** The correct answer is C (to suggest that the evening covers everything).

Type of Text: Literary

Benchmark: LA.5.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.

The correct answer is C. The poem specifies that it is *Under evening's cloak* that things *vanish*, which presents the idea of this *cloak* as a vast covering that blankets all people and objects.

**8** The correct answer is G (the way the morning lights up the garden).

Type of Text: Literary

Benchmark: LA.5.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.

The correct answer is G. The poem's phrases *glow with day* and *Under glowing heaven* both clearly express the image of the garden being lit up by the morning sun.

- 9** The correct answer is A (Night and day change the appearance of the garden).

Type of Text: Literary

Benchmark: LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.

The correct answer is A. The garden is an important part of the poem and its setting because the speaker uses the garden to highlight the influence of day and night on the appearance and behavior of objects in nature, such as the flowers of the garden. At night, the speaker observes the *Garden darkened* and *daisy shut*, while in the daylight the flowers vividly appear *Green and rosy painted*.

- 10** The correct answer is I (Night makes the world seem to disappear, while day makes everything visible again).

Type of Text: Literary

Benchmark: LA.5.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is I. This answer is the only one that accurately reflects the poem's contrast between night and day. The night is compared to a cloak under which all things *vanish*. The speaker says of his garden that *at eve* from his eyes *it fainted* or became a disappearing image. In contrast with the role of night, in the morning the speaker sees his garden *glow with day*. When the day begins to break, *Houses, trees, and hedges, Clearer grow*.

**Article: “from *The Story of My Life*”**

“from *The Story of My Life*” by Helen Keller. In the public domain / The Project Gutenberg. Photograph: Public Domain / Library of Congress.

- 11** The correct answer is D (by revealing the challenges that Helen Keller had conquered in her life).

Type of Text: Informational

Benchmark: LA.5.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).

The correct answer is D. This answer focuses on the key information about the challenges and disabilities that Helen Keller faced from her early childhood onward and her eventual success in overcoming them. This is underscored when the introduction reveals that she was *without hearing, vision, or the ability to speak* before she was two years old.

- 12** The correct answer is F (She wanted to be a part of the activities going on around her).

Type of Text: Informational

Benchmark: LA.5.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. [*Also assesses L.A.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.*]

The correct answer is F. As indicated in the stem, the Latin root of *communication, communicare*, means “to take part in,” which strongly suggests the idea that the young Helen Keller wanted to participate in activities with her family. The overall article reinforces this idea.

- 13** The correct answer is B (Fold the page on the dotted lines to make it into a paper airplane).

Type of Text: Informational

Benchmark: LA.5.1.6.9 The student will determine the correct meaning of words with multiple meanings in context. [*Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).*]

The correct answer is B. Only option B uses the word *fold* in such a way as to indicate the act of bending an object, such as a piece of paper or a blanket, over upon itself.

- 14** The correct answer is I (She was using her sense of touch to try to understand them).

Type of Text: Informational

Benchmark: LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is I. According to information in the article, Keller *stood between two persons who were conversing and touched their lips*. She then reveals to the reader that she *could not understand, and was vexed*.



- 15** The correct answer is B (to explain why her parents thought she needed a teacher).

Type of Text: Informational

Benchmark: LA.5.1.7.2 The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.

The correct answer is B. In the article, Keller makes a direct connection between the act of locking her mother in the pantry and the resulting conviction on the part of both her parents that she *must be taught as soon as possible*. The answer is further supported by the next sentence, *After my teacher, Miss Sullivan, came to me. . .*, which introduces Keller’s teacher.

- 16** The correct answer is I (Being different can be a challenge but can also encourage creativity).

Type of Text: Informational

Benchmark: LA.5.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.

The correct answer is I. This answer is the only one that accurately addresses a major overarching lesson in the article. Throughout the article, Keller describes the creative ways in which she communicates with her family and participates in their daily life during her childhood. Keller also highlights her creativity and spontaneity by sharing how on one occasion she *put on my idea of a company dress* in order to help her mother entertain visitors.



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