

Grade 3 FCAT Reading Sample Answers

This book contains the answers to the FCAT Reading sample questions, as well as explanations for the answers. It also gives the Sunshine State Standards benchmark assessed by each item. In January 2007, the State Board of Education adopted updated benchmarks. These new benchmarks are included in this booklet to provide teachers with additional information. For more information, follow this link to the Florida Standards website:

<http://www.floridastandards.org/index.aspx>.

Multiple-choice items in FCAT 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 tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample test materials 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 Test Item Specifications* at <http://fcats.fldoe.org/fcatis01.asp> and previously released FCAT tests at <http://fcats.fldoe.org/fcatrelease.asp>.

When the 2010 FCAT Reading tests and associated sample test materials were developed, the State of Florida was in the process of revising the Sunshine State Standards in Reading and Language Arts. These newer standards were not yet approved for use in Florida's schools, so it was not feasible to incorporate these new standards into the 2010 FCAT Reading tests. The portion of the 2010 FCAT Reading tests that will be used to calculate student results and school grades in 2010 will be composed of items that assess mastery of the 1996 Sunshine State Standards. Because it was also not feasible to develop 2010 field test items to assess mastery of the newer standards, the 2010 FCAT Reading tests will contain field test items that assess mastery of the 2007 Sunshine State Standards. Student performance on these items will not be used to calculate student results or school grades, but data will be gathered and examined so these items can be considered for use on future tests, including those assessing the newer standards.

Passage: “Swim, Baby, Swim!”

“Swim, Baby, Swim!” by Mary Leister. Reprinted from the May 1990 issue of *Ranger Rick* magazine, with the permission of the publisher, the National Wildlife Federation. Copyright 1990 by the National Wildlife Federation.

1 The correct answer is B (move quickly forward and grab him).

Type of Text: Literary

1996 Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

2007 Benchmark: LA.3.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is B. The story provides the actions of the fish through the support of context clues *With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers. . .* to indicate that *lunge* means to move quickly forward.

2 The correct answer is I (in a way that is firm).

Type of Text: Literary

1996 Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

2007 Benchmark: LA.3.1.6.7 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.

The correct answer is I. The suffix *-ly*, which means *how* or *how often*, combined with the word *tight* should clue students that the word’s meaning explains that the young bird holds on to the stem in a way that is firm.

3 The correct answer is B (calmly).

Type of Text: Literary

1996 Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

2007 Benchmark: LA.3.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

The correct answer is B. The words *squawking* and *shrieking* indicate that the meaning of the word *wildly* is frantic and the opposite of that is *calmly*.

4 The correct answer is G (to tell about a bird learning to fly).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.2 The student identifies the author's purpose in a simple text.

2007 Benchmark: LA.3.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text.

The correct answer is G. The author's purpose is to tell a story about a young bird's experience of learning to fly.

5 The correct answer is B (Be careful where you land).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

2007 Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is B. The story focuses on what happens when the young bird lands in an unsafe location and the lesson he learns.

6 The correct answer is G (in the cattails).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

2007 Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is G. The author explains that after the young bird crawls up on the shore, his parents circle wildly above him hoping their noise will frighten his enemies. It isn't until the young bird is in the cattails that he feels safe, is able to rest, and his parents feed him.

7 The correct answer is A (He learns to swim).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

2007 Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is A. The story states that after the baby bird falls into the pond, *Then something special happened again. The little bird began to swim!* The story then states, as the little bird struggles, the big fish sees tiny feet.

8 The correct answer is F (He slips off a thin branch).

Type of Text: Literary

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.

2007 Benchmark: LA.3.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is F. According to the story, the little bird slips and falls into the pond because *the branch sagged under his weight.*

9 The correct answer is D (First they are nervous; then they are frightened).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is D. The author compares the change in behavior of the parents by first stating *Both parents clucked nervously as they watched their last baby learn to fly* and, after the baby bird crawls on shore, they . . . *circled wildly above him, squawking and shrieking . . . frighten away any enemies.*

10 The correct answer is H (getting out of the pond).

Type of Text: Literary

1996 Benchmark: LA.E.1.2.2 The student understands the development of plot and how conflicts are resolved in a story.

2007 Benchmark: LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.

The correct answer is H. The main problem is that the young bird falls into the pond and he isn't the only animal in the water. The author states . . . *the bass kept moving toward him . . . the wet blackbird would be hers.* The young bird has to get out of the pond in order to be safe.

11 The correct answer is D (scary).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.2 The student identifies the author's purpose in a simple text.

2007 Benchmark: LA.3.2.1.7 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 D. The words from the excerpted text describing the *frantic* parents' actions clue the student to the mood created by the author as scary.

12 The correct answer is I (*The little brown bird held tightly to a stem and flapped his wings*).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

2007 Benchmark: LA.3.2.2.1 The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

The correct answer is I. The illustration shows the little bird holding on to a stem with his wings outstretched.

13 The correct answer is D (how the baby bird reaches the shore).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

2007 Benchmark: LA.3.2.2.1 The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

The correct answer is D. The illustration shows the baby bird swimming. The baby bird swims in order to reach the shore.

14 The correct answer is G (Learn from your experiences).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

2007 Benchmark: LA.3.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.

The correct answer is G. The story ends with the following sentences: *There were plenty of dangers in the marsh, as he would soon discover. But for this day, at least, he would stay away from the pond.* These sentences indicate that the young bird realizes the dangers of the pond and will continue to learn about keeping safe.

15 The correct answer is A (The teacher called my name twice).

Type of Text: Literary

1996 Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

2007 Benchmark: LA.3.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is A. The context for the word *called* suggests a summoning on the part of the little bird's parents and the teacher.

16 The correct answer is I (like humans shouting to their children).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is I. The little bird's parents *hopped* and *called* to warn him. The reader can infer that the actions of the little bird's parents can be compared to parents shouting or calling to their children when trying to warn them.

17 The correct answer is A (They look for food).

Type of Text: Literary

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is A. The otter chases the bass to eat her, and the bass moves toward the little bird to eat him.

18 The correct answer is G (They are trying to frighten away other animals).

Type of Text: Literary

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.

2007 Benchmark: LA.3.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is G. The story states that after the young bird crawls up on the shore, his parents continue to try and protect him: *With luck, their noise would frighten away any enemies.*

Article: “The Better Birdhouse!”

“The Better Birdhouse!” property of the Florida Department of Education.

- 19** The correct answer is C (to mark some of the steps of building a birdhouse).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

2007 Benchmark: LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

The correct answer is C. The lines and numbers are used to match and clarify the steps in the section *TO BUILD A BETTER BIRDHOUSE*.

- 20** The correct answer is I (to make the birdhouse look more natural).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

2007 Benchmark: LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

The correct answer is I. Based on information found in the flier, the listing of twigs, grass, and moss in the *Materials you will need* section helps builders make the birdhouse *look even more natural*. The reader learns how to use these materials in step 7 of *TO BUILD A BETTER BIRDHOUSE*.

- 21** The correct answer is C (by providing detailed directions).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.2 The student identifies the author's purpose in a simple text.

2007 Benchmark: LA.3.1.7.5 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 organizes the page in sections with step-by-step, detailed directions.

- 22** The correct answer is H (If people would try bird watching, they would like it).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.2 The student identifies the author's purpose in a simple text.

2007 Benchmark: LA.3.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text.

The correct answer is H. In the first paragraph, the author describes bird watching as a fun hobby and an adventure that people enjoy.

Notes



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