

Grade 4

FCAT Reading

Sample Answers

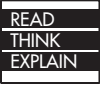
This book contains the answers to the FCAT Reading sample questions, as well as explanations for the answers. It also gives the Sunshine State Standards benchmark assessed by each item. In January 2007, the State Board of Education adopted updated benchmarks. These new benchmarks are included in this 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. Answers to short-response and extended-response “Read, Think, Explain” questions are scored with two-point and four-point rubrics respectively. For short- and extended-response questions, there is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for “Read, Think, Explain” questions are given in the general rubrics. Each “Read, Think, Explain” item also has a specific rubric containing an example of a top-score response for that item. (See the answers to items 9 and 11 in this book.)

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.



Rubric for Short-Response Questions

- 2 points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
- 1 point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
- 0 points The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate or contains only irrelevant text-based information; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.



Rubric for Extended-Response Questions

- 4 points The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
- 3 points The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 points The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 point The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 points The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate or contains only irrelevant text-based information; the response has an insufficient amount of information to determine the student’s understanding of the task; or the student has failed to respond to the task.

Passage: “Across the Blue Mountains”

Illustrations and entire text from ACROSS THE BLUE MOUNTAINS, copyright © 1993 Emma Chichester Clark, reprinted by permission of Harcourt, Inc.

1 The correct answer is A (to take items out of a container).

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.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.

The correct answer is A. The prefix *un-*, which means *not*, combined with the word *packed* should clue the student that the word means the opposite of packed. Also, *emptied the bags* is a context clue.

2 The correct answer is F (dark).

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.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

The correct answer is F. The words *pale yellow*, found in the sentence from the passage, indicate that the house is a light or bright color, which is the opposite of *dark*.

3 The correct answer is A (to show how happy Miss Bilberry is).

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.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is A. The excerpted text indicates that Miss Bilberry's *life seemed better than ever*, which suggests Miss Bilberry is happy.

4 The correct answer is I (to let readers know that Chester realizes the truth about the new house).

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.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.

The correct answer is I. The author uses the same description of the house at the beginning and end of the passage along with several sentences to indicate that Chester is aware that they have returned to their old house. The last paragraph of the passage includes *Chester, the clever cat, smiled to himself. He knew the answer, but he would never tell . . .*

5 The correct answer is B (Everyone waves bye to the house).

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.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

The correct answer is B. Miss Bilberry decides to wake everyone and tells them they are going to *move* so they need to *start packing* and *put everything from the little yellow house onto a wobbly old cart*. Next, *they waved good-bye to the house*, began their journey, and got lost.

6 The correct answer is G (Be happy with what you have).

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.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.

The correct answer is G. The passage is about Miss Bilberry, who thinks she will be happier if she moves. She unknowingly ends up at the same house and finds that she is just as happy as she was before she moved.

7 The correct answer is C (Her surroundings are the same).

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.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).

The correct answer is C. The author uses the same words at both the beginning and end of the passage to describe Miss Bilberry's house and its surroundings: *pale yellow house, broad-leaved tree, veranda, and two swaying palms.*

8 The correct answer is G (They get confused and travel in the wrong direction).

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.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

The correct answer is G. The passage states that *They reached a place where the flowers were taller than Miss Bilberry! They could hardly see where they were going. At this point, the animals start arguing about the direction they should travel. "This is the wrong way," snarled Chester. "No it isn't," snapped Cecilie. Then, Miss Bilberry climbed a tree, but she still wasn't sure where they were.*

9 Scoring Rubric

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.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

(Two-point scoring rubric)

Top-Score Response

A top-score response will explain why Chester is so happy with his new home. It will use details and information from the story to support the answer.

Example of a Top-Score Response

Chester knows that the new home is actually the old home. He was sad to leave their old home in the first place. Once they settle into their new home, he is able to again enjoy their quiet life.

10 The correct answer is A (She wonders why her new home is so familiar).

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.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

The correct answer is A. At the end of the passage it says, *It seemed to her that even though they had traveled a very long way, everything was much the same. Even the mountains, which should really have been at the back of the house, were still in front. It was a mystery to Miss Bilberry, and she sometimes worried about it.* This indicates that she realizes there are similarities, but she doesn't realize that it is the same house.

11 Scoring Rubric

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.4.2.1.7 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.

(Four-point scoring rubric)

Top-Score Response

A top-score response will explain how the author creates a mood of weariness as the characters walk from the old house to the new house. It will use details and information from the passage to support the answer.

Example of a Top-Score Response

The mood of weariness is created by the way the characters act and what they have to go through when they are moving from one house to another. In the beginning, Chester the cat doesn't want to go and looks back sadly at his old home. Then he has to walk and walk, pushing a heavy cart for miles. They have to go uphill and downhill through forest and fields in the rain. At one point, the flowers are so tall Miss Bilberry can hardly see where she is going and everyone is upset and unsure of where they are. After they arrive at their "new" home and unpack, Miss Bilberry is so tired she takes a nap.

- 12** The correct answer is I (She thinks she will be more content somewhere else).

Type of Text: Literary

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

2007 Benchmark: LA.4.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is I. The cause of Miss Bilberry wanting to move is *She just couldn't stop wondering whether she might not be even happier if she lived on the other side of the mountains.*

- 13** The correct answer is D (Miss Bilberry ends the journey where she began).

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.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

The correct answer is D. The mountains are, as before, in front of the pale yellow house because the journey has ended where it began. This is supported by the author using the same description of Miss Bilberry's house and surroundings at both the beginning and end of the passage. It is also supported by the reactions of the cat, Chester. This leads the reader to realize that they have returned to the same house.

Article: “Play a Game”

“Play a Game” property of the Florida Department of Education.

14 The correct answer is G (by giving the order of playing).

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

The correct answer is G. The author organizes the section *Make Them LOOK! License Plate Games* with step-by-step directions in the order necessary for correctly playing the game.

15 The correct answer is B (to imply that the trip takes forever).

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.4.2.1.7 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 B. The author compares the road to a rubber band because a rubber band can stretch and become longer, implying that the road is long and goes on and on, which makes the trip seem like it lasts forever.

16 The correct answer is G (to label suggestions).

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.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).

The correct answer is G. The purpose of the check marks is to draw the student's attention to the additional list of suggested silly phrases.

Notes



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