

Grade 5 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: “What Is an Ecosystem?”

“What Is an Ecosystem?” by Susan Quinlan, from *Muse*, January/February 1998. Text copyright © 1998 by Susan Quinlan. Reprinted by permission of the author.

1 The correct answer is C (enter with risk).

Type of Text: Informational

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.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is C. The excerpt from the article provides information to determine that *venture* means something dangerous. It includes the sea urchins’ movement *into nearshore waters* where they *are quickly eaten*.

2 The correct answer is F (grow well).

Type of Text: Informational

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.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is F. The article provides contextual information about how the food supply is part of the balance created in an ecosystem. The statement that *Shrimp-like animals . . . feast on dead kelp* indicates that the word *flourish* means the animals grow well because they have plenty of food.

3 The correct answer is A (the act of repairing).

Type of Text: Informational

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

The correct answer is A. The suffix *-tion* means *the action of or condition of*. When combined with the word *restore*, as in *restoration*, the word means *the act of restoring, or repairing*.

4 The correct answer is G (series, single).

Type of Text: Informational

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

The correct answer is G. The article states that *The scientists discovered that the sea otters triggered a series of ecosystem changes*. The article also states that *The scientists discovered that all the differences arose because Shemya lacked a single animal species—the sea otter*. The word *series* refers to more than one change, and *single* refers to one species of animal. They are the only options that are opposite in meaning.

- 5** The correct answer is A (People should avoid activities that may harm an ecosystem).

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.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 A. The author writes about the value and the importance of maintaining an ecosystem. The correct answer is supported by the last paragraph of the article.

- 6** The correct answer is H (*An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections*).

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.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 H. The remaining three options are details from the story that support the author's essential message.

7 The correct answer is B (Sea urchins eat and destroy kelp).

Type of Text: Informational

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.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 B. The article states, *These diving mammals eat many different underwater animals, including sea urchins*. The sentence is referring to sea otters that protect the kelp by eating sea urchins that eat and destroy the kelp.

8 The correct answer is I (large underwater plants).

Type of Text: Informational

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

2007 Benchmark: LA.5.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is I. The article states that . . . *a giant kelp forest thrives . . . slows ocean currents and makes waves smaller, creating pockets of calm water*.

9 The correct answer is B (Elements of nature rely closely on each other).

Type of Text: Informational

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

The correct answer is B. The author conveys the overall lesson presented in the article by stating that the ecosystem includes many necessary, interrelating parts. The article begins with *All the plants, animals, and other living things in one place interact with one another in many ways. They fit together like the pieces of a three-dimensional puzzle.* At the end of the article, the author describes a system of *invisible connections that link . . . keep the ecosystem working.*

10 The correct answer is I (She describes the differences between two island environments).

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.5.1.7.5 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 I. The article states that it is hard to figure out how an ecosystem works because it is comprised of so many connections. The article presents facts about two Aleutian Islands that lie near each other, with many similarities, and yet they have very different ecosystems. Scientists found that the presence or absence of sea otters plays an important role in each island's ecosystem. The presence of the sea otter triggers a series of ecosystem changes at one island that do not occur at the island where the sea otter is absent.

11 The correct answer is A (were home to many sea otters).

Type of Text: Informational

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

2007 Benchmark: LA.5.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is A. At one time, many sea otters resided in both Amchitka Island and Shemya Island. According to the article, however, *Sea otters disappeared from the islands in the late 1800s when hunters killed them for their thick, soft fur.*

12 The correct answer is I (between the Pacific Ocean and the Bering Sea).

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.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

The correct answer is I. In the article, Shemya and Amchitka Islands are identified as two Aleutian islands which, along with the information provided by the maps, locates them between the Pacific Ocean and the Bering Sea.

13 The correct answer is B (to show how living things interact).

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.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

The correct answer is B. The illustration not only depicts the living things mentioned in the article, but it also provides examples of how the food chain works, which supports the interaction among the living things found in the ecosystem.

14 The correct answer is F (scientific research).

Type of Text: Informational

1996 Benchmark: No 1996 benchmarks assess this type of item.

2007 Benchmark: LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

The correct answer is F. The text references scientists in four different paragraphs. The fact that *the scientists were there* and that the article includes relevant details and a map provides text-based support for the correct answer.

- 15** The correct answer is C (Even though Amchitka Island and Shemya Island have similar offshore environments, the ecosystems are vastly different).

Type of Text: Informational

1996 Benchmark: No 1996 benchmarks assess this type of item.

2007 Benchmark: LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

The correct answer is C. The information provided in the article, which is based on scientific research, supports option C. The two islands each have a rocky ocean floor and are surrounded by clear, salty water that is the same temperature; however, it is primarily the differences beneath the water's surface, for example, the presence or absence of sea otters, that produce such different ecosystems. The remaining three options contain inaccurate information.

Article: “Your Bicycle Helmet”

Courtesy of U.S. Department of Transportation, National Highway Traffic Safety Administration.

- 16** The correct answer is G (to explain how to check a helmet for the correct fit).

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.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 G. The author includes the Five-Step Helmet Fit Test to provide the necessary steps to follow when making sure a helmet is correctly fitted.

- 17** The correct answer is A (to offer important suggestions for wearing a bike helmet).

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.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

The correct answer is A. The purpose of the subheadings is to focus attention on the information that provides important suggestions for fitting and wearing a bike helmet.

- 18** The correct answer is G (a report explaining bicycle safety).

Type of Text: Informational

1996 Benchmark: No 1996 benchmarks assess this type of item.

2007 Benchmark: LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

The correct answer is G. The article provides information regarding the importance of wearing a properly fitted bicycle helmet, which is part of bicycle safety.

Notes

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