

2006

FCAT

Florida Comprehensive Assessment Test

Student Name _____

READING

READING SAMPLE TEST BOOK



FCAT Sample Test Materials

These sample test materials are designed to help you prepare to answer FCAT questions. These materials introduce you to the kinds of questions you will answer when you take FCAT and include hints for responding to FCAT questions. The FCAT Reading sample test materials for Grade 5 are composed of the books described below:

☒ **Sample Test Book**

Includes sample reading passages, a sample test, a sample answer sheet, and instructions for completing the sample test. (Copies are available for all students in the tested grade.)

☐ **Sample Answer Key**

Includes answers and explanations for the questions in the sample test. (Copies are available for classroom teachers only.)

☒ = This book

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Taking the FCAT Reading Sample Test

Hints for Taking the FCAT Reading Test

Here are some hints to help you do your best when you take the FCAT Reading test. Keep these hints in mind when you answer the sample questions.

- ✓ Read the directions carefully. Ask your teacher to explain any directions you do not understand.
- ✓ Read the passages and questions very carefully. You may look back at a passage as often as you like.
- ✓ Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later.
- ✓ Be sure to fill in the answer bubbles correctly. Do not make any stray marks around answer spaces.
- ✓ Think positively. Some questions may seem hard, but others will be easy.
- ✓ Check each answer to make sure it is the best answer for the question asked.
- ✓ Relax. Some people get nervous about tests. It's natural. Just do your best.

Directions for Taking the Reading Sample Test

The questions in this Sample Test are called multiple-choice questions. **A multiple-choice question is followed by several answer choices.** Read all the answer choices under each question and decide which answer is correct. On the answer sheet, fill in the bubble for the answer choice you think is correct for each multiple-choice question.

The Sample Test contains two reading passages and 16 sample questions. It should take about 30 to 45 minutes to read the passages and answer all the questions. You will mark your answers on the Reading Sample Answer Sheet on page 2. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample test questions.

Name _____

Answer all the questions that appear in the Reading Sample Test on this Sample Answer Sheet.

1 (A) (B) (C) (D)**9** (A) (B) (C) (D)**2** (F) (G) (H) (I)**10** (F) (G) (H) (I)**3** (A) (B) (C) (D)**11** (A) (B) (C) (D)**4** (F) (G) (H) (I)**12** (F) (G) (H) (I)**5** (A) (B) (C) (D)**13** (A) (B) (C) (D)**6** (F) (G) (H) (I)**14** (F) (G) (H) (I)**7** (A) (B) (C) (D)**15** (A) (B) (C) (D)**8** (F) (G) (H) (I)**16** (F) (G) (H) (I)

Fold and Tear Carefully Along Dotted Line.

FCAT Reading Sample Test



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After you have read each passage, read and answer the questions. Mark your answers on your Reading Sample Answer Sheet found on page 2.

Read the article "The Great Garden Experiment" before answering Numbers 1 through 8.

The Great Garden Experiment



By Linda Opp

We moved from our city apartment to the country shortly before planting time. Dad kept his accounting job, and Mom was going back to teach school in the fall. But my parents were hankering for life in the country and a chance to grow their own vegetables, so away we went.

Our new place was an old two-story house on an acre of land. Next door, to the east, lived Mr. Ballard. He raised pigs—a lot of pigs. It was all right, except when the wind blew from that direction. On those days, we tried to stay indoors.

After we got settled, our first shopping trip was to the Big Valley Hardware Store to pick out our garden seeds. Mom and Dad rummaged through the racks of seeds like kids in a toy store.

"Look, Stan," Mom called to Dad. "Here are seeds for zucchini¹ squash. Let's get some."

Dad looked at the picture on the front of the seed package. "I don't like zucchini much," he said.

Mom got a determined look in her eyes.

We bought the zucchini seeds. We also carried home seed potatoes, tiny tomato plants, and other packages of seeds—corn, peas, beans, and more.

While we were planting, Mr. Ballard stuck his head over the fence. "Howdy," he said. "Nice garden you got."

¹ **zucchini**: a long, dark green member of the squash family

"Thanks," Dad said. "We—"

"What's that?" Mr. Ballard interrupted, squinting at the seed packet Mom was holding. "Zucchini?"

"That's right," Mom said, pleased.

"You didn't plant the whole package, did you?" Mr. Ballard inquired.

Mom looked puzzled. "Why, yes."

"What's wrong with that?" Dad asked, sticking up for Mom.

"Oh, nothing. Nothing at all." Mr. Ballard disappeared, but we could hear him laughing.

Our garden grew fast, especially the zucchini. "Look at this, Allison," Dad said one day. "These zucchini vines of your mother's are choking my cucumber vines." Andy and I were helping him weed the garden. We were in a hurry because there was an east wind that day.

Two weeks later, Mom picked the first zucchini. "I can't wait to try some of the recipes in my new zucchini cookbook," she said proudly.

At first, it was interesting and kind of fun to see how many ways we could eat zucchini. But the fun was soon over.

There were two hundred recipes in that cookbook. We ate zucchini steamed, fried, baked, and stuffed. We ate zucchini-carrot cake, zucchini nut bread, and zucchini-oatmeal cookies. Slices and chunks of zucchini turned up in salads, soups, casseroles, and stews.

"Why don't you try giving some away?" I suggested.

"I have," Mom said. "I've already given so many away that people lock their doors when they see me coming."

"I am going to become malnourished," Dad said. "My body is crying out for a tender tomato or some crisp green beans. And all I get is zucchini." He glowered at Mom over his meatloaf, which he had cut into tiny pieces to be sure there was no zucchini in it.

Mr. Ballard thought this was hilarious. "How are the zucchini farmers today?" he would ask whenever he saw Dad. "You city folks are strange. Nothing but zucchini."

"Maybe," Dad said icily. "But I'd rather have a garden full of zucchini than a farm full of smelly pigs any day."

Mr. Ballard shrugged. "Pigs are pigs," he said.

One morning when Mom had gone out early to pick zucchini, I served Dad his breakfast omelette, which Mom had left in the oven to stay warm. Dad was delighted when I set it down in front of him.

He took a big bite. Then his fork clattered onto the table.

"No," he said, standing. "I will not eat a zucchini omelette." He took a swallow of juice and set his glass down with a gulp. "That does it. Zucchini-orange juice. She thought I wouldn't notice."

At that moment, there was a yell from the garden. Dad, Andy, and I ran outside. There stood Mom, holding the biggest zucchini I had ever seen. It was at least three feet long.

"Stan," Mom whispered, "I don't understand. They were only half this big yesterday."

We stared at the zucchini patch. An army of green monsters gleamed in the sun.

Mr. Ballard looked over the fence. "You folks got trouble?" he asked.

Dad put his arm around Mom and gave Mr. Ballard a frosty look. He didn't want our neighbor to know how bad our trouble really was. "Nothing that concerns you," he said.

"Oh, well," Mr. Ballard said, scratching his head. "I guess I've got enough trouble of my own. Confounded worms ate my whole corn crop. Don't know what I'll feed my pigs until I can find some corn for sale." He walked away, muttering to himself.

Fortunately, I had an idea. I explained it to Dad and Andy.

"No, Allison," Dad said when I told him what he would have to do. "Anything but that."

"It's the only way, Dad," Andy said.

We finally got Dad to make the phone call. He handled it well, even though he was awfully embarrassed.

Then we got to work, urgently picking every zucchini. Mr. Ballard arrived with his truck and his hired hand and helped us load the zucchini. After that, Mr. Ballard got his tractor and plowed under the zucchini vines. That was part of the deal.

I don't know whether the pigs liked the zucchini. I didn't ask them.



"The Great Garden Experiment" by Linda Opp, from *Children's Digest*, copyright © 1990 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

Now answer Numbers 1 through 8 on your Reading Sample Answer Sheet on page 2. Base your answers on the article “The Great Garden Experiment.”

- 1 Which sentence BEST tells what the story is about?
- A. A family gets tired of eating zucchini every day.
 - B. A family moves to the country next to a pig farmer.
 - C. A family plants a garden and grows too many zucchini.
 - D. A family annoys a pig farmer but helps him solve a problem.

- 2 Read these sentences from the story.

After we got settled, our first shopping trip was to the Big Valley Hardware Store to pick out our garden seeds. Mom and Dad rummaged through the racks of seeds like kids in a toy store.

What word means almost the same as *rummaged*?

- F. jumped
 - G. ran
 - H. saw
 - I. searched
- 3 Why does Mom continue to insist on serving zucchini at nearly every meal?
- A. She wants to make the family miserable.
 - B. She knows that zucchini is a healthy food.
 - C. She does not want the zucchini to be wasted.
 - D. She does not want to skip a recipe in her cookbook.

- 4 Why does Allison compare the zucchini to an army of green monsters?
- F. The zucchini are numerous and overgrown.
 - G. The zucchini are dangerous and frightening.
 - H. Her parents have declared war on the zucchini.
 - I. Her parents have lined the zucchini up in rows.
- 5 How is Dad's plan for the garden DIFFERENT from what actually happens?
- A. He wants his children to do the weeding.
 - B. He hopes to eat several kinds of vegetables.
 - C. He hopes Mr. Ballard will give him advice.
 - D. He wants to sell the zucchini to the neighbors.
- 6 Allison plans to get rid of the zucchini by
- F. allowing the other crops to choke them.
 - G. using them in recipes for the neighbors.
 - H. feeding them to Mr. Ballard's hungry pigs.
 - I. planting other types of seeds in the garden.

- 7 How are all of the foods that Mom makes from her new cookbook ALIKE?
- A. The family refuses to eat them.
 - B. They contain leftover garden seeds.
 - C. They contain squash from the garden.
 - D. The family feeds them to Mr. Ballard's pigs.
- 8 Why did the author write "The Great Garden Experiment"?
- F. to explain the best way to plant vegetables
 - G. to tell a story about an out-of-control garden
 - H. to describe the problems of life in the country
 - I. to discourage readers from planting zucchini

Read the story "Covered Wagons of the Oregon Trail" before answering Numbers 9 through 16.

Covered Wagons of the Oregon Trail

by Nancy Speck

It's a familiar pioneer image: covered wagons rolling across vast prairie to Oregon Territory. But what was it like to call a wagon "home" for six months, traveling over two thousand miles of rough, roadless terrain? Pioneer diaries and letters tell us.

Your wagon must
". . . be strong in every
part and yet it should not
be very heavy."

Jesse Looney, 1843

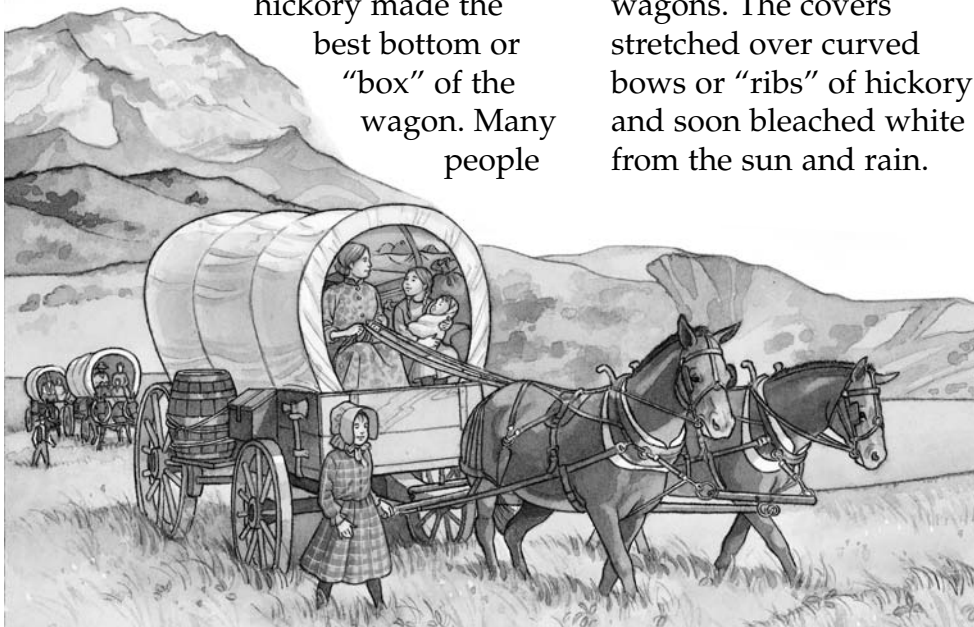
"Have your wagons well
covered so they will not
leak, or your provisions
and clothes will spoil."

S. M. Gilmore, 1843

Pioneers usually constructed their own small wagons, ten feet by four feet, with sides two and a half feet high. Hardwoods like oak or hickory made the best bottom or "box" of the wagon. Many people

Painted their wagons blue or green.

One of the biggest jobs in preparing for the trip west was sewing canvas covers for the wagons. The covers stretched over curved bows or "ribs" of hickory and soon bleached white from the sun and rain.

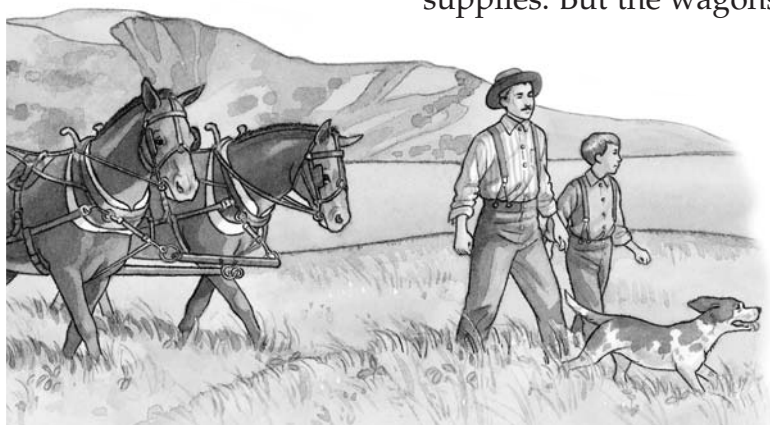


The covers also provided protection from bone-chilling prairie rain and the scorching desert sun.

"We intend to stop [at Fort Laramie] and repair our wagon wheels. They are nearly all loose."

Mrs. George Donner,
1846

The most important part of the wagon was the running gear—the wheels, the wheel-connecting axles, and the tongues that the oxen were attached to. Early pioneers discovered that the running gear also gave them the most problems. Wheels shrank in the heat and swelled in the rain. Axles splintered. Tongues snapped in half when the animals turned sharply or lost their footing.



Lots of time, attention, and money was spent making or buying the best running gear possible. If something broke in the wilderness, it could mean disaster.

"The loading should consist of mostly provisions."

Peter Burnett, 1843

Every inch of the wagon was filled. Guidebooks recommended five hundred pounds of food per person, including flour, beans, bacon, rice, dried fruit, and coffee. Bacon was packed in barrels, which were roped to the outside of the wagon.

Pockets sewn into the canvas cover bulged with flour and coffee beans. False bottoms in the wagons held tools and supplies. But the wagons

weren't nearly large enough to carry everything.

Families disagreed sharply on what few personal items to take. Some argued for clothing and extra wagon parts. Others insisted on taking beds, books, and stoves. Almost everyone took too much.

"In crossing the Platte River our end wagons worked downstream until we reached deep water and then rolled over and over, costing us much loss and trouble."

John Staughton, 1843

Rivers presented a potentially deadly problem. If the river was deep, pioneers removed the wheels and floated the boxes across on log rafts. For shallower water, emigrants stuffed rags between the boards or sealed them with tar. Then they forded the river by fastening wagons together.

"A man named Smith had a wooden rolling pin that it was decided was useless and must be abandoned. I shall never forget how that big man stood there with tears streaming down his face as he said, 'Do I have to throw this away? It was my mother's. I remember she always used it to roll out her biscuits, and they were awful good biscuits.'"

Lucy Ann Henderson
Deady, Age 11, 1846

Mountains, deserts,
and the endless prairie

took their toll on animals. Lightening the load was sometimes the only way to keep the exhausted animals going. Grandfather clocks, dishes, and trunks littered the Oregon Trail. At certain forts and crossroads stood piles of food, clothing, and furniture. Even small, treasured keepsakes were tossed out.

*"Friday, Oct. 27.
Arrived at Oregon City."
"Saturday, Oct. 28.
Went to work."
anonymous emigrant*

Once the pioneers crossed the Blue Mountains, they fanned out in the Willamette Valley of the Oregon Territory. As each family claimed a piece of land, the wagons became living quarters while families raced to build log homes before winter set in.

Today a few wagons survive in museums and historical exhibits. Each twisted tongue, broken board, and warped wheel tells a story of someone who journeyed westward in a covered wagon on the Oregon Trail.

Now answer Numbers 9 through 16 on your Reading Sample Answer Sheet on page 2. Base your answers on the story “Covered Wagons of the Oregon Trail.”

- 9 Read these sentences from the article.

Mountains, deserts, and the endless prairie took their toll on animals. Lightening the load was sometimes the only way to keep the exhausted animals going.

When the author says that mountains, deserts, and the endless prairie “took their toll on” animals, she means that the animals

- A. got lost.
- B. got scared.
- C. became weaker.
- D. became worthless.

- 10 What is the MAIN reason the author includes parts of diaries and letters in the article?

- F. to make us feel sympathy for the pioneers
- G. to tell us about real-life pioneer experiences
- H. to show that the pioneers helped each other
- I. to prove that people really did travel west in wagons

- 11 Why did the pioneers stuff rags between the wagon boards or seal them with tar when crossing shallow rivers?

- A. to stop food from spilling out
- B. to stop animals from getting in
- C. to allow the wagon to float across
- D. to keep the wagon from rolling over

- 12 According to the article, which object would MOST likely be left along the side of the Oregon Trail?
- F. food
 - G. dishes
 - H. canvas cover
 - I. running gear
- 13 A fully loaded wagon was packed MOSTLY with
- A. food.
 - B. tools.
 - C. spare wagon parts.
 - D. necessary personal items.
- 14 Most pioneer families were ALIKE in their decisions about packing in that the families usually
- F. took too many extra wagon parts.
 - G. transported too many personal items.
 - H. believed beds should be put in wagons.
 - I. thought space should be saved for children.

- 15** What is the MAIN reason the author includes part of Lucy Ann Henderson Deady's diary?
- A. to support the idea that the journey was difficult
 - B. to demonstrate the value of kitchen tools for pioneers
 - C. to explain the need for packing wagons with many items
 - D. to show that people often had to get rid of personal treasures
- 16** What purpose did covered wagons serve both DURING and AFTER the trip to Oregon?
- F. They were used as rafts.
 - G. They were used for shelter.
 - H. They were used to store food.
 - I. They were used for long journeys.



This is the end of the Reading Sample Test.
Until time is called, go back and check your work or answer questions you did not complete. When you have finished, close your Sample Test Book.

Notes

Notes



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