

Grade 4

FCAT 2.0 Reading

Sample Questions

Student Name

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://fcat.fldoe.org/fcat2/itemspecs.asp>.

The FCAT 2.0 Reading tests and sample questions and answers are based on the 2007 Next Generation Sunshine State Standards.

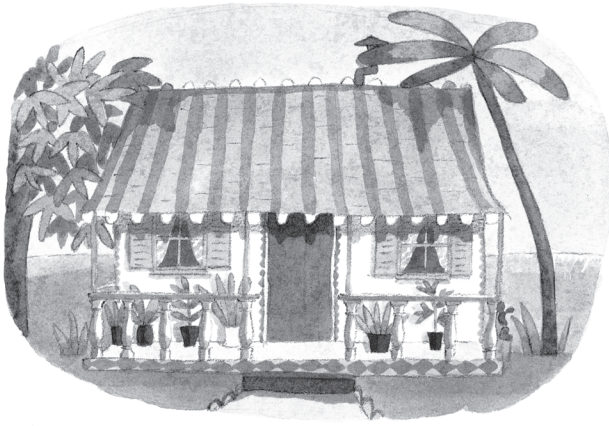
The sample questions for students and the sample answers for teachers will only be available online, at <http://fcat.fldoe.org/fcat2/fcatitem.asp>.

Directions for Answering the Reading Sample Questions

The questions in this booklet 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. You will fill in the bubble next to the answer choice you think is correct for each multiple-choice question. You will mark your answers in this book. If you don't understand a question, ask your teacher to explain it to you. Your teacher has the answers to the sample questions.



Read the passage “Across the Blue Mountains” and then answer Numbers 1 through 8.



ACROSS T · H · E BLUE MOUNTAINS

by Emma Chichester Clark

Miss Bilberry lived in a pale yellow house at the base of the great blue mountains with a dog named Cecilie, a cat called Chester, and two birds called Chitty and Chatty.

Every morning Miss Bilberry had breakfast in the shade of a broad-leaved tree, looking out at her beautiful view of the mountains.

After breakfast she swept the path and fed the birds and animals. She watered the flowers and vegetables growing in her garden. Then she had a light lunch on the veranda.¹

In the afternoon she had a nap in her hammock between two swaying palms. And sometimes in the evening she played her violin and sang a few songs before she went to bed.

It was a lovely life, and Miss Bilberry would have been completely happy, except for one thing.

She just couldn't stop wondering whether she might not be even happier if she lived on the other side of the mountains. The more she looked, the more she wondered.



¹ veranda: a porch covered by a roof



One day, Miss Bilberry could stand it no longer. “Everybody up!” she called to Cecilie, Chester, and Chitty and Chatty. “Today’s the day! We’re going to move! Let’s start packing!”

Not wanting to be left behind, they all helped fill boxes, baskets, and bags and put everything from the little yellow house onto a wobbly old cart.

Then they waved good-bye to the house and the garden, the broad-leaved tree and the two swaying palms, and set off toward the blue mountains.

“I just can’t wait to get to the other side!” cried Miss Bilberry. But Chester looked back sadly.

They walked and walked, pushing the heavy cart for many miles, through fields, and forests, through rain, and sunshine, uphill, and downhill.

They reached a place where the flowers were taller than Miss Bilberry! They could hardly see where they were going.

“This is the wrong way,” snarled Chester.

“No it isn’t,” snapped Cecilie.

Miss Bilberry climbed a tree, but she still wasn’t sure where they were.

“Told you so,” said Chester.

“Everything is going to be fine when we get to the other side,” said Miss Bilberry.

On and on they went.

Chester grumbled, Cecilie moaned, but Miss Bilberry just kept going.

Chitty and Chatty tried to help by flying ahead.

“They’re hopeless!” snarled Chester.

But soon Chitty and Chatty returned. “We’ve found a lovely house,” they cried, “with trees and flowers! Follow us!”

And there it was . . .





“Oh my!” gasped Miss Bilberry. “It’s perfection. It’s just as I thought it would be!”

“Thank goodness for that,” sighed Chester.

Chester and Cecilie ran the rest of the way. When Miss Bilberry caught up they all unpacked the boxes and emptied the bags. In between loads Chester sniffed the air. It’s strange, he thought, but I feel as if I’ve been here before.



Miss Bilberry was so tired that she slept all afternoon in her hammock, which she strung between two swaying palms, exactly as before. Then she made a stew from the vegetables growing in the garden, and they all began to feel better.

Each morning when the sun shone in her window, Miss Bilberry leapt out of bed. Her life seemed better than ever. Her breakfast seemed more delicious and the mountains seemed more beautiful.

It was a lovely life and she was happy. But there were some things that bothered Miss Bilberry . . .

. . . she didn’t say anything, but she just couldn’t stop wondering.

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.

Chester, the clever cat, smiled to himself. He knew the answer, but he would never tell Miss Bilberry. He liked their quiet life in the pale yellow house with its broad-leaved tree, its two swaying palms, and its cool veranda.



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



Now answer Numbers 1 through 8. Base your answers on the passage “Across the Blue Mountains.”

- 1** Why does Miss Bilberry want to move?

 - Ⓐ She is lonely in the pale yellow house.
 - Ⓑ She is looking for an exciting adventure.
 - Ⓒ She wants more space for her vegetable garden.
 - Ⓓ She thinks she will be more content somewhere else.

- 2** What happens when Miss Bilberry and her animals get lost in the tall flowers?

 - Ⓕ They learn that Miss Bilberry is a good tree climber.
 - Ⓖ They get confused and travel in the wrong direction.
 - Ⓗ They see the beautiful gardens around the mountains.
 - Ⓘ They decide to turn around and go back to their home.

- 3** How do Miss Bilberry and her animals finally find their way out of the tall flowers?

 - Ⓐ Miss Bilberry climbs a tree and tells everyone where to go.
 - Ⓑ Chester and Cecilie find their way and then call the others.
 - Ⓒ Chitty and Chatty fly ahead and then lead the way to a house.
 - Ⓓ Miss Bilberry and her animals use the blue mountains as a guide.



4 Why are the mountains in front of the house once Miss Bilberry has moved?

- Ⓕ Miss Bilberry has been tricked by her pets.
- Ⓖ Miss Bilberry moves close to her old house.
- Ⓗ Miss Bilberry discovers different mountains.
- Ⓘ Miss Bilberry ends the journey where she began.

5 At the end of the passage, what bothers Miss Bilberry?

- Ⓐ She believes the new house is not as nice.
- Ⓑ She wonders why her new home is so familiar.
- Ⓒ She feels she should have kept going to another house.
- Ⓓ She thinks that her cat really does not like his new home.

6 Read this sentence from the passage.

He liked their quiet life in the pale yellow house with its broad-leaved tree, its two swaying palms, and its cool veranda.

What mood does the author create by using the words *swaying palms*?

- Ⓕ grateful
- Ⓖ peaceful
- Ⓗ sad
- Ⓘ weary



- 7 At the end of the passage, why does the author repeat her description of the house?
- Ⓐ to show why Chester was angry about moving from the house again
 - Ⓑ to let readers know that Miss Bilberry would probably move again
 - Ⓒ to show why Miss Bilberry was happy when they left the old house
 - Ⓓ to let readers know that Chester realizes the truth about the new house
- 8 What is the theme of this passage?
- Ⓕ Everyone has a special talent.
 - Ⓖ Be happy with what you have.
 - Ⓗ Include others in your decisions.
 - Ⓘ Follow friends wherever they go.

Read the article “Play a Game” and then answer Numbers 9 through 11.

Tired? Bored? Hungry? And more miles left to go? Help pass the time on your trip: Play a Game!

Everyone knows that a long bus ride can make even the most exciting field trip seem boring. When the bus is traveling a long distance to reach the cool field trip destination, it can seem like forever. What about when you are in the back seat waiting to reach Grandma’s house? The road stretches like a rubber band for miles and miles. Here’s a way to beat the road at its own game. Use what you have around you to play games with your family and friends. You *can* have fun while you travel!

MATERIALS = NOTHING BUT TIME & IMAGINATION

Make Them LOOK! License Plate Games

1) ABC Version: Try to find license plates that begin with each letter of the alphabet. You must work in order of the alphabet. You can work together or competitively. Set a time limit for best results.



2) State Version: Try to find a license plate from every state. Work as a team. Use paper to keep track of which ones you have seen if you can, because 50 states can be hard to keep track of! *Note: Feel free to add or change rules. For example, Alaska and Hawaii plates are not necessary because those states might be too far away. You want the game to be fun, not frustrating!

Make Them THINK!

1) My Mother Owns a Grocery Store: A person begins a statement similar to “My mother owns a grocery store, and in it she has something that begins with the letter ____.” Then fill in the letter. People start guessing names of items that begin with that letter until they guess right. Then whoever guesses right gets to go next.

2) Guessing Game: A person sees something and says, “Guess what I am?” The other people ask yes/no questions to figure out what the person is. There is usually a limit on the number of questions asked. Examples of questions: “Are you an animal?” “Do you moo?” and “Are you brown?”

Make Them LAUGH!

Straight Face: One person is “it.” They have to answer any question with a silly phrase. You decide what this phrase is before beginning. A common first phrase is “The cat’s tail.” Then you each ask this person a question, like “What do you eat your soup with?” The person must answer, **WITHOUT SMILING** or laughing, “The cat’s tail.” The next person asks another question, like “What is the most important thing to take to school tomorrow?” Each person must ask a question until the person who is “it” breaks down and laughs or smiles. Then you pick another phrase. Some suggested phrases:

- ✓ my horse’s hat
- ✓ the bird’s boots
- ✓ the donkey’s teeth
- ✓ fuzzy bunnies
- ✓ sour lemons

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

Now answer Numbers 9 through 11. Base your answers on the article “Play a Game.”

- 9 Read this subheading from the article.

MATERIALS = NOTHING BUT TIME & IMAGINATION

Why does the author include this section?

- (A) to show that the games require little time or skill
- (B) to show that the games require few or no supplies
- (C) to show that the games require only knowledge of the rules
- (D) to show that the games do not require specific surroundings

- 10 Why are the three boldface titles that begin with the words “Make Them . . .” important?

- (F) They provide the rules for each game.
- (G) They provide the directions to follow in each game.
- (H) They describe the main type of activity in each game.
- (I) They describe the type of trip that is best for each game.

- 11 With which statement would the author agree?

- (A) Successful road trips take time and energy.
- (B) Traveling with family and friends is exciting.
- (C) Playing games makes long trips seem shorter.
- (D) Entertaining car games require special materials.



Read the poem “The First Tooth” and then answer Numbers 12 through 15.

Charles and Mary Lamb were brother and sister. They wrote poems, stories, and plays for children. Although this poem was written 200 years ago, it is about something that many brothers and sisters today have experienced.

The First Tooth

by Charles and Mary Lamb



Through the house what busy joy,
Just because the infant boy
Has a tiny tooth to show.

I have got a double row,
All as white, and all as small;
Yet no one cares for mine at all.

He can say but half a word,
Yet that single sound's preferr'd
To all the words that I can say
In the longest summer day.

He cannot walk, yet if he put
With mimic motion out his foot,
As if he thought, he were advancing,
It's prized more than my best dancing.

“The First Tooth” from *The Works of Charles and Mary Lamb—Volume 3* by Charles and Mary Lamb. In the public domain.



Now answer Numbers 12 through 15. Base your answers on the poem “The First Tooth.”

- 12** Read these lines from the poem.

He can say but half a word,
Yet that single sound’s preferr’d

Which sentence uses *single* the way it is used in the lines above?

- Ⓕ My mom can single me out in a crowd of people.
- Ⓖ My brother likes the new single by his favorite singer.
- Ⓗ The gardener picked a single rose to add to a vase of flowers.
- Ⓘ The baseball player hit a single and stood on first base with a grin on his face.

- 13** Read these lines from the poem.

He cannot walk, yet if he put
With mimic motion out his foot,
As if he thought, he were advancing,
It’s prized more than my best dancing.

What does the word *mimic* mean?

- Ⓐ gentle
- Ⓑ pretend
- Ⓒ quick
- Ⓓ steady



- 14 How are the speaker and the baby ALIKE?
- Ⓕ Both feel very important.
 - Ⓖ Both display new talents.
 - Ⓗ Both are in the same family.
 - Ⓘ Both are praised continually.
- 15 Which phrase BEST describes the speaker of the poem?
- Ⓐ bored with her family
 - Ⓑ excited to be a big sister
 - Ⓒ jealous of the baby brother
 - Ⓓ pleased to get some attention



FLORIDA DEPARTMENT OF EDUCATION

www.fldoe.org

To offer students a variety of texts on the FCAT 2.0 Reading tests, authentic and copyrighted stories, poems, and articles appear as they were originally published, as requested by the publisher and/or author.

Every effort has been made to trace the ownership of all copyrighted material and to secure the necessary permissions to reprint selections.

Copyright Statement for This Office of Assessment Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

This publication is provided by the Florida Department of Education to Florida public schools free of charge and is not intended for resale.

Permission is NOT granted for distribution or reproduction outside of the Uniform System of Public K–12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

The Administrator
Office of Assessment
Florida Department of Education
Tallahassee, Florida 32399-0400

Copyright © 2012
State of Florida
Department of State



The Florida Department of Education and its test contractors currently employ strategies to protect the environment in the production and destruction of FCAT 2.0 materials. The Department encourages schools and districts to recycle non-secure FCAT 2.0 interpretive publications after use.