

Grade 5

FCAT 2.0 Reading

Sample Questions

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

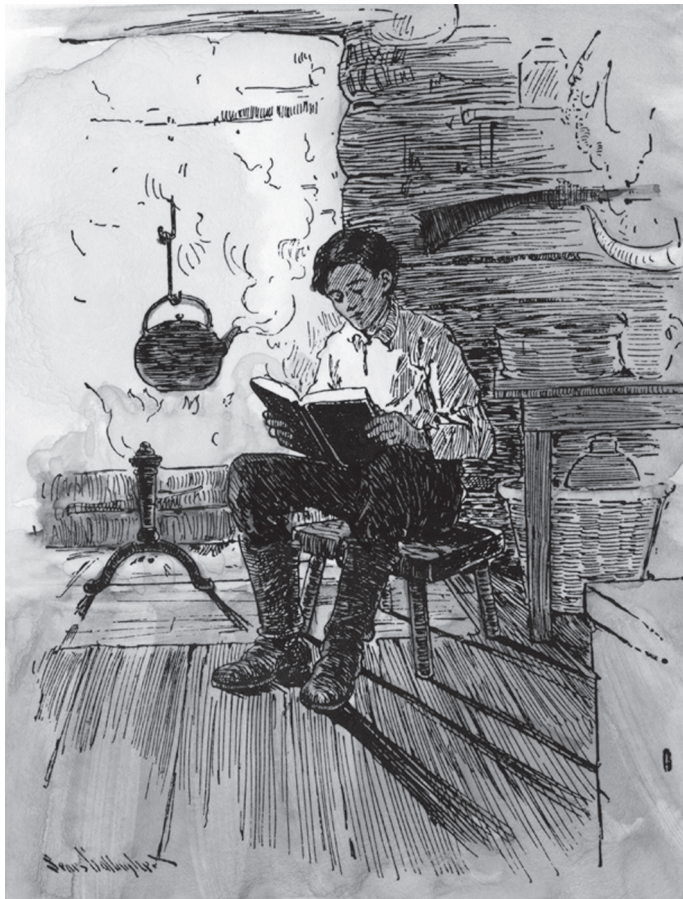
Mark your answers on the Sample Answer Sheet on page 14. If you don't understand a question, ask your teacher to explain it to you. Your teacher has the answers to the sample questions.

Read the passage “The Boy Lincoln’s Best Teacher” before answering Numbers 1 through 5.

Abraham Lincoln, born in a log cabin in Kentucky in 1809, is considered by many historians to be the greatest president in United States history. While serving as president from 1861–1865, Lincoln prevented the nation from being split by a terrible civil war between the North and South. He issued the Emancipation Proclamation, which began the end of slavery in the United States. Lincoln was also a great public speaker. His Gettysburg Address is one of the most famous speeches in our nation’s history.

The Boy Lincoln’s Best Teacher

by Wayne Whipple



At Knob Creek, the boy began to go to an “A B C” school. His first teacher was Zachariah Riney. Of course, there were no regular schools in the backwoods then. When a man who “knew enough” happened to come along, especially if he had nothing else to do, he tried to teach the children of the pioneers in a poor log schoolhouse. It is not likely that little Abe went to school more than a few weeks at this time, for he never had a year’s schooling in his life. There was another teacher afterward at Knob Creek—a man named Caleb Hazel. Little

is known of either of these teachers except that they taught little Abe Lincoln. If their pupil had not become famous the men and their schools would never have been mentioned in history.

An old man, named Austin Gollaher, used to like to tell of the days when he and little Abe went to school together. He said:

“Abe was an unusually bright boy at school, and made splendid progress in his studies. Indeed, he learned faster than any of his schoolmates. Though so young, he studied very hard.”

Although Nancy Lincoln insisted on sending the children to school, when there was any, she had a large share in Abe’s early education, just as she had taught his father to write his own name.

The best thing of all was the reading of “The Pilgrim’s Progress” during the long Winter evenings, after the wood was brought in and Father Tom had set his traps and done his other work for the night. Nancy’s voice was low, with soft, southern tones and accents.

Abe was only six, but he was a thoughtful boy. He tried to think of some way to show his gratitude to his mother for giving them so much pleasure. While out gathering sticks and cutting wood for the big fireplace, a happy thought came to him—he would cut off some spicewood branches, hack them up on a log, and secrete them behind the cabin. Then, when the mother was ready to read again, and Sarah and the father were sitting and lying before the fire, he brought in the hidden branches and threw them on, a few twigs at a time, to the surprise of the others. It worked like a charm; the spicewood boughs not only added to the brightness of the scene but filled the whole house with the “sweet smelling savor” of a little boy’s love and gratitude.

While the father and sister were delighted with the crackle, sparkle and pleasant aroma of the bits of spicewood, as Abe tossed them upon the fire, no one could appreciate the thoughtful act of the boy so much as his mother. It would be strange if her eyes did not fill, as she read to her fascinated family, but that was not the sort of thing the fondest mother could speak of.

Little did Nancy dream that, in reading to her son, she was fostering a spirit in her little son that would help him make the noble pilgrimage from their hovel to the highest home in the land, where another President of the United States would refer to him as “the Great Heart of the White House.” If any one could have looked ahead fifty years to see all this, and could have told Nancy Hanks Lincoln, she would not have believed it. After her own life of toil and hardship it would have seemed to her “too good to be true.” But in the centuries following the humble yet beautiful career of “the Backwoods Boy” from the hut to the White House, history keeps the whole world saying with bated breath, “the half was never told!”

“The Boy Lincoln’s Best Teacher” by Wayne Whipple. In the public domain. “Young Abe Lincoln reading”: Copyright © North Wind Picture Archives / Alamy.

Now answer Numbers 1 through 5 on your Sample Answer Sheet on page 14. Base your answers on the passage “The Boy Lincoln’s Best Teacher.”

- 1** Read this sentence from the passage.

It would be strange if her eyes did not fill, as she read to her fascinated family, but that was not the sort of thing the fondest mother could speak of.

Knowing the base word of *fondest* helps the reader understand that Abe’s mother was

- A. the most clever member of the family.
- B. the most popular teacher in the backwoods.
- C. the most affectionate person in Abe’s family.
- D. the most important person to Abe’s education.

- 2** Read this sentence from the passage.

But in the centuries following the humble yet beautiful career of “the Backwoods Boy” from the hut to the White House, history keeps the whole world saying with bated breath, “the half was never told!”

Which word has the same meaning as *humble*?

- F. difficult
- G. famous
- H. modest
- I. powerful

- 3 Why is the setting important to the passage?
- A. His time in history explains the problems Abraham Lincoln faced as president.
 - B. The school he attended reveals why Abraham Lincoln was able to run for president.
 - C. His childhood home reveals the simple beginnings where Abraham Lincoln was raised.
 - D. The beliefs of the nation made it possible for Abraham Lincoln to succeed in his career.
- 4 What is the main idea of this passage?
- F. Abraham Lincoln enjoyed reading as a young boy.
 - G. Abraham Lincoln's childhood was spent in a log cabin.
 - H. Abraham Lincoln had several teachers throughout his life.
 - I. Abraham Lincoln's mother contributed to his successful career.
- 5 How is this passage organized?
- A. by comparing Lincoln to other great presidents
 - B. by explaining how Lincoln solved his problems
 - C. by describing childhood events that shaped Lincoln's future
 - D. by listing the effects of Lincoln's decisions throughout his life

Read the poem “Night and Day” before answering Numbers 6 through 10.

Night and Day

by Robert Louis Stevenson

When the golden day is done,
Through the closing portal,¹
Child and garden, flower and sun,
Vanish all things mortal.
As the blinding showers fall,
As the rays diminish,²
Under evening’s cloak they all
Roll away and vanish.

Garden darkened, daisy shut,
Child in bed, they slumber—
Glow-worm in the highway rut,
Mice among the lumber.

In the darkness houses shine,
Parents move with candles
Till on all, the night divine
Turns the bedroom handles.

Till at last the day begins
In the east a-breaking,
In the hedges and the whins³
Sleeping birds a-waking.

In the darkness shapes of things,
Houses, trees and hedges,
Clearer grow; and sparrow’s wings
Beat on window ledges.

These shall wake the yawning maid,
She the door shall open—
Finding dew on garden glade
And the morning broken.

¹ **portal:** a door, gate, or entrance

² **diminish:** to lessen

³ **whins:** thorny shrubs



There my garden grows again
Green and rosy painted,
As at eve behind the pane
From my eyes it fainted.

Just as it was shut away,
Toy-like, in the even,
Here I see it glow with day
Under glowing heaven.

Every path and every plot,
Every bush of roses,
Every blue forget-me-not
Where the dew reposes.

‘Up!’ they cry, ‘the day is come
On the smiling valleys;
We have beat the morning drum;
Playmate, join your allies!’

“Night and Day” by Robert Louis Stevenson. In the public domain. Photograph: “Tree at Sunset”: Copyright © images/Alamy.

Now answer Numbers 6 through 10 on your Sample Answer Sheet on page 14. Base your answers on the poem “Night and Day.”

6 Which pair of words used in the poem are similar in meaning?

- F. glow, shine
- G. ledges, valleys
- H. closing, sleeping
- I. smiling, yawning

7 Read these lines from the poem.

**As the blinding showers fall,
As the rays diminish,
Under evening’s cloak they all
Roll away and vanish.**

Why does the poem refer to the evening having a cloak?

- A. to hint that the evening will be cold
- B. to indicate that the evening is trying to hide
- C. to suggest that the evening covers everything
- D. to show that the evening seeks protection from the rain

- 8 Read these lines from the poem.

**Here I see it glow with day
Under glowing heaven.**

**Every path and every plot,
Every bush of roses,
Every blue forget-me-not
Where the dew reposes.**

Which phrase best expresses the description of the garden in the lines above?

- F. the amount of plants in the garden
- G. the way the morning lights up the garden
- H. how the plants in the garden are organized
- I. how much the garden has grown overnight

- 9 Why is the garden important to the poem's setting?

- A. Night and day change the appearance of the garden.
- B. Interesting things happen in the garden all day and all night.
- C. Night and day bring their own dangers to the plants in the garden.
- D. Taking care of the garden is a job that seems to last all day and all night.

- 10 In the poem, how are night and day DIFFERENT?

- F. Night makes people feel sad, while day makes them feel happy.
- G. The sun sets quickly at night, while the sun rises slowly as day begins.
- H. Some animals are active during the night, while others are busy during the day.
- I. Night makes the world seem to disappear, while day makes everything visible again.

Read the article “from *The Story of My Life*” before answering Numbers 11 through 16.

The Story of My Life is a book about the life of Helen Keller, an author and inspirational educator. When Helen was 19 months old, she was struck with an illness that left her without hearing, vision, or the ability to speak. Amazingly, Helen was still able to learn how to read, write, and communicate. The first part of The Story of My Life is an autobiography that Helen wrote when she was 22 years old. It describes her childhood and the process of how she learned to communicate.

from *The Story of My Life*

by Helen Keller



I cannot recall what happened during the first months after my illness. I only know that I sat in my mother's lap or clung to her dress as she went about her household duties. My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs. A shake of the head meant “No” and a nod, “Yes,” a pull meant “Come” and a push, “Go.” Was it bread that I wanted? Then I would imitate the acts of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold. My mother, moreover, succeeded in making me understand a good deal. I always knew when she wished me to bring her something, and I would run upstairs or anywhere else she indicated. Indeed, I owe to her loving wisdom all that was bright and good in my long night.

I understood a good deal of what was going on about me. At five I learned to fold and put away the clean clothes when they were brought in from the laundry, and I distinguished my

own from the rest. I knew by the way my mother and aunt dressed when they were going out, and I invariably¹ begged to go with them. I was always sent for when there was company, and when the guests took their leave, I waved my hand to them, I think with a vague remembrance of the meaning of the gesture. One day some gentlemen called on my mother, and I felt the shutting of the front door that indicated their arrival. On a sudden thought I ran upstairs before any one could stop me, to put on my idea of a company dress. Standing before the mirror, as I had seen others do, I covered my face thickly with powder. Then I pinned a veil over my head so that it covered my face and fell in folds down to my shoulders, and tied an enormous bustle round my small waist, so that it dangled behind, almost meeting the hem of my skirt. Thus attired I went down to help entertain the company.

I do not remember when I first realized that I was different from other people; but I knew it before my teacher came to me. I had noticed that my mother and my friends did not use signs as I did when they wanted anything done, but talked with their mouths. Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated frantically² without result. This made me so angry at times that I kicked and screamed until I was exhausted.

Many incidents of those early years are fixed in my memory, isolated, but clear and distinct, making sense of that silent, aimless, dayless life all the more intense.

About this time I found out the use of a key. One morning I locked my mother up in the pantry, where she was obliged to remain three hours, as the servants were in the detached part of the house. She kept pounding on the door, while I sat outside on the porch steps and laughed with glee as I felt the jar of the pounding. This most naughty prank of mine convinced my parents that I must be taught as soon as possible. After my teacher, Miss Sullivan, came to me, I sought an early opportunity to lock her in her room. I went upstairs with something which my mother made me understand I was to give to Miss Sullivan; but no sooner had I given it to her than I slammed the door, locked it, and hid the key under the wardrobe in the hall. I could not be induced to tell where the key was. My father felt obliged to get a ladder and take Miss Sullivan out through the window—much to my delight. Months after I produced the key.

¹ **invariably**: remaining the same or constant

² **gesticulated frantically**: motioned wildly

“from *The Story of My Life*” by Helen Keller. In the public domain / The Project Gutenberg. Photograph: Public Domain / Library of Congress.

Now answer Numbers 11 through 16 on your Sample Answer Sheet on page 14. Base your answers on the article “from *The Story of My Life*.”

- 11 How does the introduction help readers learn more about Helen Keller?
- A. by communicating the importance of Helen Keller’s book
 - B. by providing facts about Helen Keller’s life before her illness
 - C. by describing the effect Helen Keller had on the people she met
 - D. by revealing the challenges that Helen Keller had conquered in her life

- 12 Read these sentences from the article.

My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs.

The origin of the word *communication* is the Latin word *communicare*, meaning “to take part in.” What does knowing the Latin root of *communication* help readers understand about Helen Keller?

- F. She wanted to be a part of the activities going on around her.
- G. She used her hands to touch each part of the many objects she found.
- H. She felt that the signs she used displayed only part of what she wanted to say.
- I. She learned only part of what she needed to know about some items in her home.

- 13 Read this sentence from the article.

At five I learned to fold and put away the clean clothes when they were brought in from the laundry, and I distinguished my own from the rest.

Which sentence uses the word *fold* in the same way as used in the sentence above?

- A. The barking dog herded the stray sheep back into the fold.
 - B. Fold the page on the dotted lines to make it into a paper airplane.
 - C. Our teacher told us to fold our hands and place them on our desks.
 - D. The explorers noticed a shiny object hidden in a small fold in the cave wall.
- 14 Based on the article, why did Helen Keller feel people's lips when they were talking?
- F. She was trying to determine if she knew them.
 - G. She worried that they would not know she was present.
 - H. She wanted them to stop speaking since she could not hear.
 - I. She was using her sense of touch to try to understand them.

- 15** Why does Helen Keller include the story about the pantry incident?
- A. to show her newest discovery of how to use a key
 - B. to explain why her parents thought she needed a teacher
 - C. to explain what kinds of memories were most clear to her
 - D. to show that she learned more quickly than others of the same age
- 16** What message is presented in the article?
- F. Polite behavior can be the key to an improved life.
 - G. Teamwork is necessary for building a good relationship.
 - H. Imitating others is important but may also cause frustration.
 - I. Being different can be a challenge but can also encourage creativity.

Name _____

Answer all the Reading Sample Questions on this Sample Answer Sheet.

- | | |
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| 2 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I | 12 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I |
| 3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
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