



# Grade 3

## FCAT 2.0 Reading

### Sample Answers

This booklet contains the answers to the FCAT 2.0 Reading sample questions, as well as explanations for the answers. It also gives the Next Generation Sunshine State Standards (NGSSS) benchmark assessed by each item. Although the Florida State Board of Education adopted the Common Core State Standards in the summer of 2010, these standards have not yet been implemented. For this reason, the FCAT 2.0 tests and sample questions and answers are based on the 2007 NGSSS. The benchmarks included in this booklet provide teachers with additional information. For more detailed information, follow this link to the Florida NGSSS website: <http://www.floridastandards.org/index.aspx>, or follow this link to the current benchmark language in the *FCAT 2.0 Reading Test Item Specifications*: <http://fcad.fldoe.org/fcat2/itemspecs.asp>.

Multiple-choice items in FCAT 2.0 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 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://fcad.fldoe.org/fcat2/itemspecs.asp>.

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

**Story: “Swim, Baby, Swim!”**

“Swim, Baby, Swim!” by Mary Leister. Reprinted from the May 1990 issue of *Ranger Rick* magazine, with the permission of the publisher, the National Wildlife Federation. Copyright © 1990 by the National Wildlife Federation.

**1 The correct answer is B (to move quickly forward and grab him).**

Type of Text: Literary

Benchmark: LA.3.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is B. The story provides the actions of the fish through the support of context clues—*With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers*—to indicate that *lunge* means to move quickly forward.

**2 The correct answer is G (to tell about a bird learning to fly).**

Type of Text: Literary

Benchmark: LA.3.1.7.2 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 G. The author’s purpose is to tell a story about a young bird’s experiences and struggles that occur when he is learning to fly.

**3 The correct answer is B (Be careful where you land).**

Type of Text: Literary

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is B. The story focuses on what happens when the young bird lands in an unsafe location and the lesson he learns.

**4 The correct answer is I (First they are nervous; then they are frightened).**

Type of Text: Literary

Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is I. The author compares the change in behavior of the parents by first stating, *Both parents clucked nervously as they watched their last baby learn to fly,* and then, after the baby bird crawls on shore, that they *circled wildly above him, squawking and shrieking.*

**5 The correct answer is C (getting out of the pond).**

Type of Text: Literary

Benchmark: LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.

The correct answer is C. The main problem is that the young bird falls into the pond and he isn't the only animal in the water. The author states, *the bass kept moving toward him . . . the wet blackbird would be hers*. The young bird has to get out of the pond in order to be safe from the bass.

**6 The correct answer is I (scary).**

Type of Text: Literary

Benchmark: LA.3.2.1.7 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 I. The words from the excerpted text describing the *frantic* parents' actions clue the student to the scary mood created by the author.

**7 The correct answer is B (Learn from your experiences).**

Type of Text: Literary

Benchmark: LA.3.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.

The correct answer is B. The story ends with the following sentences: *There were plenty of dangers in the marsh, as he would soon discover. But for this day, at least, he would stay away from the pond.* These sentences indicate that the young bird realizes the dangers of the pond and will continue to learn about keeping safe.

**8 The correct answer is F (The teacher called my name twice).**

Type of Text: Literary

Benchmark: LA.3.1.6.9 The student will determine the correct meaning of words with multiple meanings in context. *[Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).]*

The correct answer is F. The context for the word *called* suggests a summoning on the part of the little bird's parents. The teacher performs this same summoning.

- 9** The correct answer is B (They are trying to frighten away other animals).

Type of Text: Literary

Benchmark: LA.3.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is B. The story states that after the young bird crawls up on the shore, his parents continue to try to protect him: *With luck, their noise would frighten away any enemies.*

### Flier: "The Better Birdhouse!"

"The Better Birdhouse!" property of the Florida Department of Education.

- 10** The correct answer is H (to mark some of the steps of building a birdhouse).

Type of Text: Informational

Benchmark: LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

The correct answer is H. The lines and numbers are used to match and clarify the steps in the section *TO BUILD A BETTER BIRDHOUSE*.

**11 The correct answer is D (to make the birdhouse look more natural).**

Type of Text: Informational

Benchmark: LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

The correct answer is D. Based on information found in the flier, the listing of twigs, grass, and moss in the *Materials you will need* section helps builders make the birdhouse *look even more natural*. The reader learns how to use these materials in step 7 of the section *TO BUILD A BETTER BIRDHOUSE*.

**12 The correct answer is H (If people would try bird watching, they would like it).**

Type of Text: Informational

Benchmark: LA.3.1.7.2 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 H. In the first box, the author describes bird watching as a fun hobby and an adventure that people enjoy.

**Article: “A Daredevil Performer”**

“A Daredevil Performer” published by William Beverly Harrison. In the public domain. “Charles Blondin,”: Copyright © Pictorial Press Ltd. / Alamy.

**13 The correct answer is C (more than ordinary).**

Type of Text: Informational

Benchmark: LA.3.1.6.7 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.

The correct answer is C. The prefix *extra-* means *more*. When combined with the word *ordinary*, as in *extraordinary*, the word means *more than ordinary*. The sentence also includes information *that his daring feats are still remembered today*, which supports the understanding of the word.

**14 The correct answer is F (that the idea was sudden).**

Type of Text: Informational

Benchmark: LA.3.1.6.9 The student will determine the correct meaning of words with multiple meanings in context. [*Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).*]

The correct answer is F. The term *at once* means *all at one time*, or *sudden*, and is intended to show that the idea came to Blondin quickly while he was visiting Niagara Falls.



**15** The correct answer is A (content).

Type of Text: Informational

Benchmark: LA.3.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

The correct answer is A. To be content is to be satisfied with something. *He was not satisfied with merely walking across* helps convey that he wanted more from his performance. He was not content with himself.

**16** The correct answer is G (his amazing stunts).

Type of Text: Informational

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is G. The introduction states that Blondin *performed some of the most famous balancing acts ever* and that *his daring feats are still remembered today*. The article describes Blondin as *celebrated*, and he was made famous by crossing Niagara Falls on a tightrope.

- 17** The correct answer is D (Blondin watched someone walk across a rope).

Type of Text: Informational

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is D. *A story is told of him that when he was five years old he saw an acrobat performing on a tightrope. He was so pleased with what he saw, that when he got home, he tried it himself with a fishing rod. The other events took place when he was an adult.*

- 18** The correct answer is H (Blondin felt he could earn great wealth by crossing Niagara Falls).

Type of Text: Informational

Benchmark: LA.3.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is H. *While visiting Niagara Falls, the idea at once struck him that, if he dared to cross those terrible waters on a rope, his fortune would be made. While preparing for the stunt, Blondin made sure to secure plenty of money for himself if he succeeded in accomplishing it. His reason for choosing the village of Niagara for his next appearance was because he felt it provided him the opportunity to earn great wealth when he accomplished the stunt.*

**19** The correct answer is B (to make his act more exciting).

Type of Text: Informational

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is B. Since the Great Blondin made sure the scheme was *well advertised . . . he made the trip across the Falls in the presence of 50,000 spectators . . . He was not satisfied with merely walking across*. He wanted the spectacle to be exciting, which could then lead to greater notoriety and making more money in the future.

**20** The correct answer is I (He wanted to delight audiences with his shows).

Type of Text: Informational

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is I. It is evident that he wanted to delight and entertain audiences with his shows because he did not just walk across Niagara Falls. *He crossed again blindfolded, and then carrying a man on his back, and once again wheeling a barrow [cart] before him.*

- 21** The correct answer is D (to show that Blondin was adventurous).

Type of Text: Informational

Benchmark: LA.3.1.7.2 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 D. If Blondin had fallen from *175 feet above the waters*, he would have most likely been killed *in the presence of 50,000 spectators*. By including these two details about the daring and risky stunt, the author shows that Blondin was adventurous.

- 22** The correct answer is G (by telling stories about Blondin's life in the order they happened).

Type of Text: Informational

Benchmark: LA.3.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

The correct answer is G. The author tells the stories chronologically through Blondin's life. The author starts with the first time Blondin *saw an acrobat performing on a tightrope* and then tried it himself. Next, the story of his famous walk across Niagara Falls is detailed, ending with his crossing *in the presence of the Prince of Wales*.



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