

# Grade 3

## FCAT 2.0 Reading

### Sample Questions

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**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 story "Swim, Baby, Swim!" Then answer Numbers 1 through 9.

# Swim, Baby, Swim!

By Mary Leister



One summer morning, a young blackbird clung to a cattail stem near his nest. His mother had woven the nest from fresh grasses, but it was now brown and dry. It hung crookedly in a clump of cattails on the edge of a farm pond.

The little brown bird held tightly to a stem and flapped his wings. On a nearby cattail, his father's yellow head glowed in the sun. Both parents clucked nervously as they watched their last baby learn to fly.

The little bird blinked his dark eyes and looked around. He saw a world of green plants and sparkling water. He fluffed up his feathers. Then he flapped his wings again and gave a little push with his feet against the cattail stem.

All of a sudden, something really special happened—off he went flying through the air!

He wobbled as he flew across the edge of the farm pond and looked for a place to land. His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight. He slipped off the end of it and plopped down into the pond!

Now the little bird's parents hopped around the cattails and called to their baby. But there was nothing they could do to help him.

Then something special happened again. The little bird began to swim! He dipped his wing tips low into the water. When he pushed back



with all his might—just as though he were flying—he moved the tiniest bit toward shore.

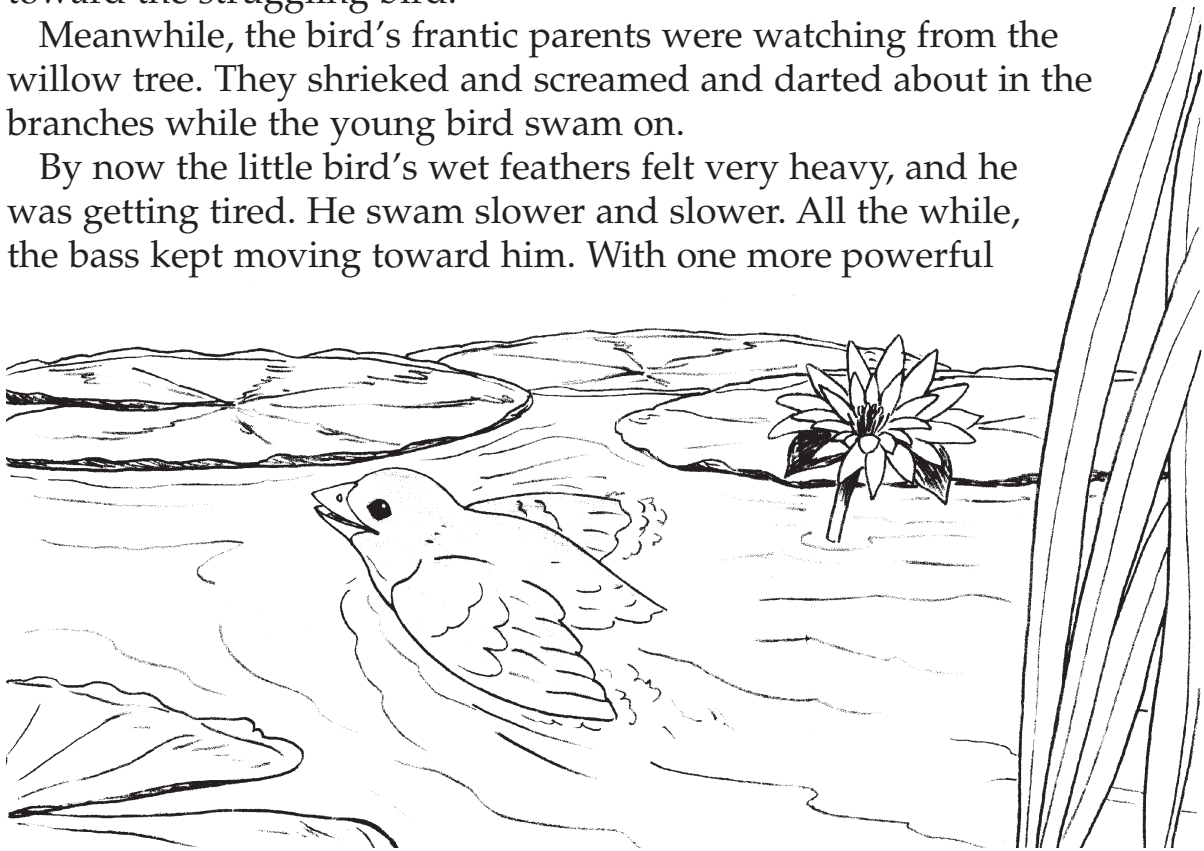
As the young bird splashed his wings in the water, bright sparkling droplets showered on his head. The drops spilled over his back and soaked his last dry feathers.

The pond looked calm and quiet. But the baby blackbird wasn't the only animal in the water. And some of the creatures—big fish, bullfrogs, and snapping turtles—would eat little birds whenever they had the chance.

As the little bird struggled along toward shore, a female bass noticed the ripples he was making. Then the big fish saw tiny feet and wet, feathery wing tips coming toward her. She started to drift upward toward the struggling bird.

Meanwhile, the bird's frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.

By now the little bird's wet feathers felt very heavy, and he was getting tired. He swam slower and slower. All the while, the bass kept moving toward him. With one more powerful





swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!

But just as the bass was about to lunge for the bird, an otter came streaking through the water. The fish zipped away from the hungry otter and went to find cover in the weeds. Off went the otter to search for the bass. So the little bird was safe from the fish!

With a last push of his wing tips, the young blackbird reached the edge of the pond. He flapped out of the water and crawled up on shore. There he dropped onto the damp clay soil in a wet heap of feathers.

Now his parents circled wildly above him, squawking and shrieking. With luck, their noise would frighten away any enemies.

As the young bird lay there, the rays of the summer sun warmed and dried him. He stood up and began to fluff out his feathers and straighten them with his beak.

Then he stretched his wings and gave a little push with his feet against the damp clay of the shore. Off he flew into a clump of cattails growing on the other side of the pond.

For the rest of that day the little bird rested in the shelter of the cattails. Meanwhile his parents still clamored and fussed. But now they also brought him all the insects he could eat.

The next morning, the young bird flew away from the pond and headed for a marsh. 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.

“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.



Now answer Numbers 1 through 9. Base your answers on the story “Swim, Baby, Swim!”

- 1 Read these sentences from the story.

**With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!**

**But just as the bass was about to lunge for the bird, an otter came streaking through the water.**

What is the meaning of the word *lunge* as used in the sentences above?

- Ⓐ to dive down and swim under him
- Ⓑ to move quickly forward and grab him
- Ⓒ to jump out of the pond and splash him
- Ⓓ to turn around and swim away from him

- 2 What is the MOST LIKELY reason the author wrote the story “Swim, Baby, Swim!”?

- Ⓕ to show how pond animals live
- Ⓖ to tell about a bird learning to fly
- Ⓗ to explain why fish hunt young birds
- Ⓘ to describe how animals raise their babies

- 3 What is the MOST important lesson the young bird learns in this story?

- Ⓐ Stay close to your nest.
- Ⓑ Be careful where you land.
- Ⓒ Swimming is easier than flying.
- Ⓓ The marsh is safer than the pond.



- 4 How do the parents change from BEFORE the baby bird falls into the pond to AFTER he lands on the shore?
- Ⓕ First they are calm; then they are anxious.
  - Ⓖ First they are peaceful; then they are restless.
  - Ⓗ First they are protective; then they are relaxed.
  - Ⓘ First they are nervous; then they are frightened.

- 5 What is the young bird's MAIN problem in the story?
- Ⓐ finding the marsh
  - Ⓑ drying his feathers
  - Ⓒ getting out of the pond
  - Ⓓ escaping from the otter

- 6 Read these sentences from the story.

**Meanwhile, the bird's frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.**

What mood does the author create by writing that the bird's parents *shrieked and screamed*?

- Ⓕ gloomy
- Ⓖ joyful
- Ⓗ proud
- Ⓘ scary



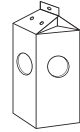
- 7 What is the theme of the story?
- Ⓐ Stay close to your home.
  - Ⓑ Learn from your experiences.
  - Ⓒ Keep away from your enemies.
  - Ⓓ Listen carefully to your parents.

- 8 Read this sentence from the story.

**Now the little bird's parents hopped around the cattails and called to their baby.**

Which sentence below uses the word *called* the same way it is used in the sentence above?

- Ⓕ The teacher called my name twice.
  - Ⓖ Susan called me on the phone to talk.
  - Ⓗ My coach called the plays to the team.
  - Ⓘ The new puppy was called Spot by the children.
- 9 Why do the young bird's parents call and scream AFTER he makes it to the shore?
- Ⓐ They are telling their son to fly to the marsh.
  - Ⓑ They are trying to frighten away other animals.
  - Ⓒ They are thanking the otter for chasing the fish.
  - Ⓓ They are yelling at their son for falling in the pond.



Read the flier “The Better Birdhouse!” Then answer Numbers 10 through 12.

## The Better Birdhouse!

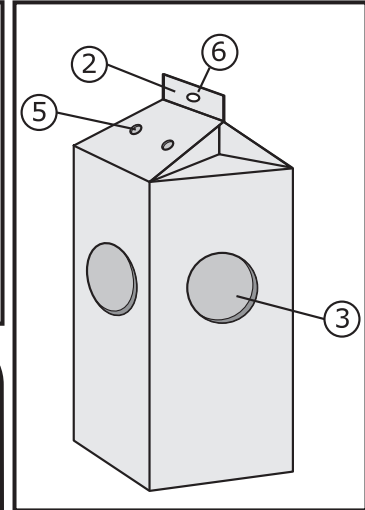
Bird watching is a fun hobby. More people are enjoying it every day. You, too, can enjoy the gentle cooing of a mourning dove. You can watch the blue flash of a hummingbird wing as the little bird sips from a flower nearby. Bird watching does not have to take a lot of time or money. Using materials you can find around your house, you can build a good birdhouse. You can begin an enjoyable adventure in bird watching in 30 minutes, in your very own backyard. With these directions, it is easy!

### Materials you will need

- Milk carton, quart or half-gallon size (empty)
- Glue
- Scissors
- Brown paint (acrylic)
- Paint supplies
- Twine, string, or a shoelace
- Twigs, grass, or moss

### What kind of birds will you see?

Some of this will depend on where you live. You can look up state birds online or at your local library. Make the holes in your milk carton the right size for the birds you hope to attract. You can also set out the food that they like best! You can likely expect some species of swallows, sparrows, warblers, finches, and starlings.



## TO BUILD A BETTER BIRDHOUSE

1. Clean and dry the milk carton completely.
2. Glue the top of the milk carton shut. (Stapling works too.)
3. Cut holes into the milk carton for the birds to get into the birdhouse. The size you use will determine which birds use the house. An adult will need to get the holes started with your scissors. This is for safety reasons. You can make one hole per side, or two. A good place to put them is about four inches from the bottom.
4. Paint your milk carton brown. You will want to dab the paint on thickly. (Tip: If you have trouble getting the paint to stick, cover the whole carton with masking tape first, and then paint.) The brown will blend into the trees.
5. Poke several holes in the bottom of the carton to let out any waste. Add at least two small holes in the top of the carton. The top holes are to let in fresh air. Do this AFTER painting, or the paint could fill in your holes!
6. Poke a hole through the very top of the carton. Loop a string through it. The string is how it will hang from a tree.
7. Glue twigs and grass or moss along the top of the birdhouse or all over, if you want. This makes it look even more natural.
8. Hang the carton from a tree that is visible from a window of your house. Now you can watch your birds in any weather!

### Check it out!

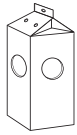
This birdhouse uses recycled materials:

- ✓ It benefits the Earth!
- ✓ It is cheap to build!
- ✓ It is still good for the birds!

EVERYONE  
WINS!

A good site to use  
for beginning tips:  
[www.birding.com](http://www.birding.com)

“The Better Birdhouse!” property of the Florida Department of Education.



Now answer Numbers 10 through 12. Base your answers on the flier “The Better Birdhouse!”

- 10 Why are there lines and numbers on the picture of the birdhouse?
- F to tell what kinds of birds will use the birdhouse
  - G to label the most important parts of the birdhouse
  - H to mark some of the steps of building a birdhouse
  - I to count the materials needed to make a birdhouse
- 11 Based on the flier, what is the purpose for the twigs, grass, and moss listed in the *Materials you will need* section?
- A to make the birdhouse stronger
  - B to make the birdhouse look larger
  - C to make the birdhouse more beautiful
  - D to make the birdhouse look more natural
- 12 With which statement would the author MOST LIKELY agree?
- F Building a birdhouse can be very expensive.
  - G Bird watching should be done in a forest or park.
  - H If people would try bird watching, they would like it.
  - I If children want to build birdhouses, they can do it alone.



Read the article “A Daredevil Performer.” Then answer Numbers 13 through 22.

*Jean Francois Gravelet was born in 1824. He called himself “the Great Blondin” and performed some of the most famous balancing acts ever. His stunts, which included cooking his breakfast on a stove while he stood on a very high tightrope, were so extraordinary that his daring feats are still remembered today.*

## A Daredevil Performer



Blondin, the celebrated tightrope walker, died in London at the age of seventy-three.

The performance which made him famous was the crossing of Niagara Falls on the tightrope.

Blondin was a Frenchman, his father having been one of Napoleon’s soldiers.

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 stretched a rope between two posts, and, as soon as his mother was out of the way, took his father’s



fishing rod, and, using it as a balancing pole, made his first appearance as a tightrope walker.

He was trained as an acrobat and for tightrope walking, and came to this country with a troupe of pantomimists [or people who act through body movements].

While here he visited Niagara Falls, and the idea at once struck him that, if he dared to cross those terrible waters on a rope, his fortune would be made. He made up his mind to try it, and stayed in the village of Niagara for weeks, until he had learned just how it would be possible for him to perform the feat.

Then he set about getting the scheme well advertised, and securing plenty of money for himself if he succeeded in accomplishing it.

On August 17th, 1859, he made the trip across the Falls in the presence of 50,000 spectators.

His rope was 175 feet above the waters.

He was not satisfied with merely walking across; he crossed again blindfolded, and then carrying a man on his back, and once again wheeling a barrow [cart] before him.

In the summer of 1860 he crossed once more in the presence of the Prince of Wales, and carried a man on his back.



Now answer Numbers 13 through 22. Base your answers on the article “A Daredevil Performer.”

- 13 Read this sentence from the introduction.

*His stunts, which included cooking his breakfast on a stove while he stood on a very high tightrope, were so extraordinary that his daring feats are still remembered today.*

What does the word *extraordinary* mean?

- Ⓐ less than ordinary
- Ⓑ somewhat ordinary
- Ⓒ more than ordinary
- Ⓓ completely ordinary

- 14 Read this sentence from the article.

**While here he visited Niagara Falls, and the idea at once struck him that, if he dared to cross those terrible waters on a rope, his fortune would be made.**

What do the words *the idea at once struck him* mean as used in the sentence above?

- Ⓕ that the idea was sudden
- Ⓖ that the idea was powerful
- Ⓗ that the idea was upsetting
- Ⓘ that the idea was surprising



- 15 Read this sentence from the article.

**He was not satisfied with merely walking across; he crossed again blindfolded, and then carrying a man on his back, and once again wheeling a barrow [cart] before him.**

Which word means almost the SAME as *satisfied*?

- Ⓐ content
  - Ⓑ familiar
  - Ⓒ nervous
  - Ⓓ popular
- 16 According to the article, for what is Blondin MOST remembered?
- Ⓕ his great fortune
  - Ⓖ his amazing stunts
  - Ⓗ his curious childhood
  - Ⓘ his unusual appearance
- 17 Which event happened FIRST?
- Ⓐ Blondin walked across the waters of Niagara Falls on a rope.
  - Ⓑ Blondin visited the village of Niagara for several weeks.
  - Ⓒ Blondin practiced his balancing act with a fishing pole.
  - Ⓓ Blondin watched someone walk across a rope.



- 18** Based on the article, why did Blondin choose the village of Niagara as the location for his next appearance?
- Ⓕ Blondin wanted to accomplish a daring stunt for a prince.
  - Ⓖ Blondin wanted to practice with other acrobats in the area.
  - Ⓗ Blondin felt he could earn great wealth by crossing Niagara Falls.
  - Ⓘ Blondin felt he could honor his country by crossing Niagara Falls.
- 19** Why did the Great Blondin cross the rope over Niagara Falls blindfolded?
- Ⓐ to earn more money
  - Ⓑ to make his act more exciting
  - Ⓒ to delight a prince in the audience
  - Ⓓ to make it easier for him to balance
- 20** Which sentence BEST describes how Blondin felt about his shows?
- Ⓕ He liked performing shows for free.
  - Ⓖ He enjoyed giving shows around the world.
  - Ⓗ He remembered to be careful during his shows.
  - Ⓘ He wanted to delight audiences with his shows.



- 21 Read these sentences from the article.

**On August 17th, 1859, he made the trip across the Falls in the presence of 50,000 spectators.**

**His rope was 175 feet above the waters.**

Why did the author include these sentences in the article?

- Ⓐ to show that Blondin was eager
- Ⓑ to show that Blondin was nervous
- Ⓒ to show that Blondin was careless
- Ⓓ to show that Blondin was adventurous

- 22 How is “A Daredevil Performer” organized?

- Ⓕ by comparing Blondin’s life to the lives of other acrobats
- Ⓖ by telling stories about Blondin’s life in the order they happened
- Ⓗ by asking questions about Blondin’s life and providing the answers
- Ⓘ by explaining problems in Blondin’s life and providing the solutions



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