2010

FCAT

Florida Comprehensive Assessment Test®

Grade 5
FCAT Reading
Sample Questions

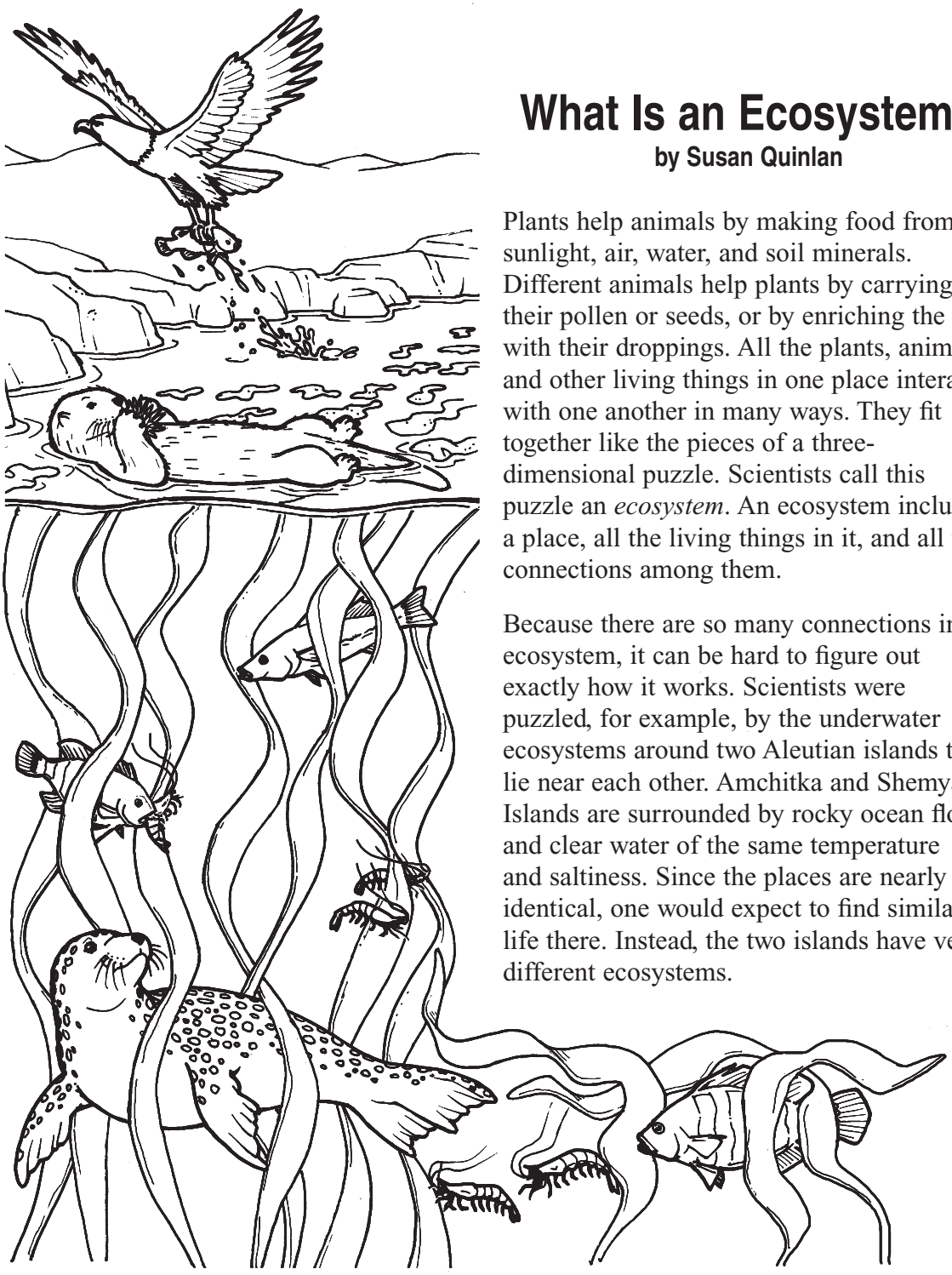
The intent of these sample test materials is to orient teachers and students to the types of questions on FCAT tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample test materials are not intended 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 Test Item Specifications* at http://fcat.fldoe.org/fcatis01.asp and previously released FCAT tests at http://fcat.fldoe.org/fcatrelease.asp.

When the 2010 FCAT Reading tests and associated sample test materials were developed, the State of Florida was in the process of revising the Sunshine State Standards in Reading and Language Arts. These newer standards were not yet approved for use in Florida's schools, so it was not feasible to incorporate these new standards into the 2010 FCAT Reading tests. The portion of the 2010 FCAT Reading tests that will be used to calculate student results and school grades in 2010 will be composed of items that assess mastery of the 1996 Sunshine State Standards. Because it was also not feasible to develop 2010 field test items to assess mastery of the newer standards,the 2010 FCAT Reading tests will contain field test items that assess mastery of the 2007 Sunshine State Standards. Student performance on these items will not be used to calculate student results or school grades, but data will be gathered and examined so these items can be considered for use on future tests, including those assessing the newer standards.

Directions for Answering the Reading Sample Questions

Mark your answers on the Sample Answer Sheet located on page 14. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample questions. Beginning in 2010, the sample questions will be distributed to students in print and will be available online, but the sample answers for teachers will only be available online at http://fcat.fldoe.org/fcatsmpl.asp.

Read the article "What Is an Ecosystem?" before answering Numbers 1 through 15.



What Is an Ecosystem?

by Susan Quinlan

Plants help animals by making food from sunlight, air, water, and soil minerals. Different animals help plants by carrying their pollen or seeds, or by enriching the soil with their droppings. All the plants, animals, and other living things in one place interact with one another in many ways. They fit together like the pieces of a three-dimensional puzzle. Scientists call this puzzle an *ecosystem*. An ecosystem includes a place, all the living things in it, and all the connections among them.

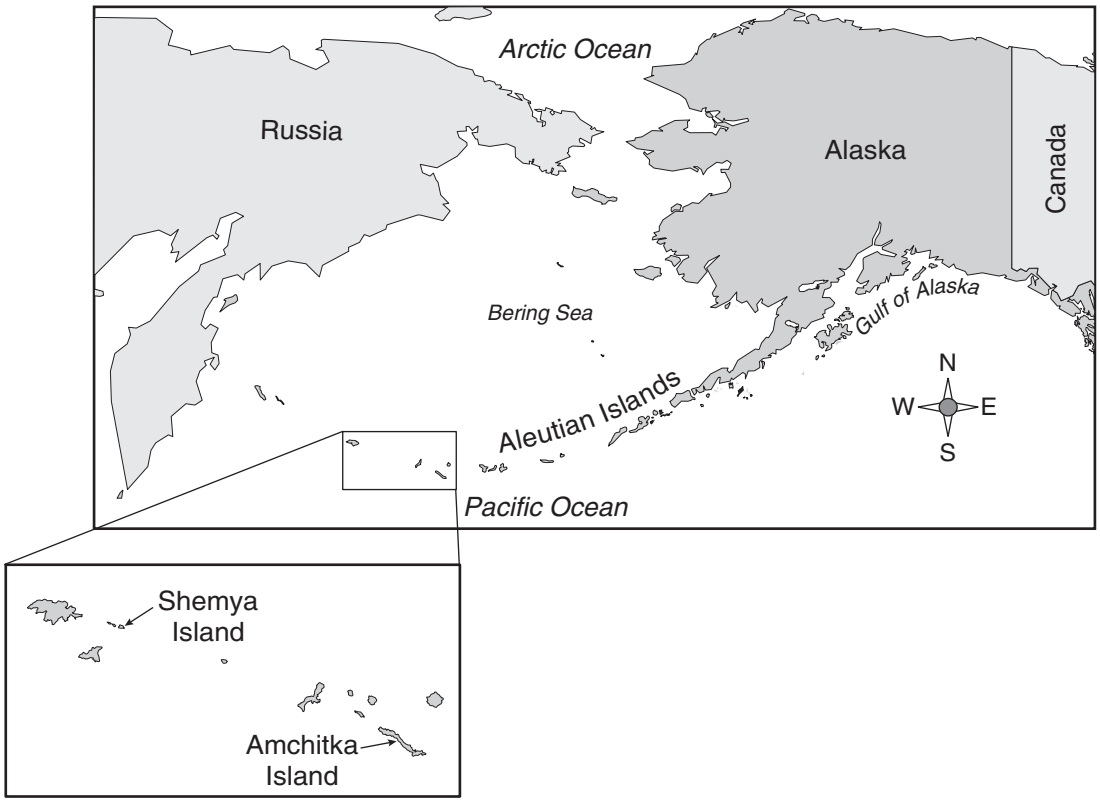
Because there are so many connections in an ecosystem, it can be hard to figure out exactly how it works. Scientists were puzzled, for example, by the underwater ecosystems around two Aleutian islands that lie near each other. Amchitka and Shemya Islands are surrounded by rocky ocean floor and clear water of the same temperature and saltiness. Since the places are nearly identical, one would expect to find similar life there. Instead, the two islands have very different ecosystems.

The ecosystem around Amchitka Island has dense underwater forests of giant kelp (a plant-like organism that lives in the ocean). It has a large population of shrimp-like animals and fish, thousands of sea otters, bald eagles, and lots of seals. In contrast, Shemya Island has no sea otters, few seals, and no bald eagles. Underwater, there is almost no giant kelp, few shrimp-like animals, and few fish. Instead, the rocky ocean floor is carpeted with bottom-dwelling, hard-shelled animals, such as sea urchins, barnacles, and blue mussels.

Why are the ecosystems around these islands so different? The scientists discovered that all the differences arose because Shemya lacked a *single* animal species—the sea otter. Sea otters disappeared from the islands in the late 1800s when hunters killed them for their thick, soft fur. Fortunately, a few sea otters survived. After decades of protection, they finally returned to Amchitka. But they had not yet reached Shemya when the scientists were there.

The scientists discovered that the sea otters triggered a series of ecosystem changes. These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.

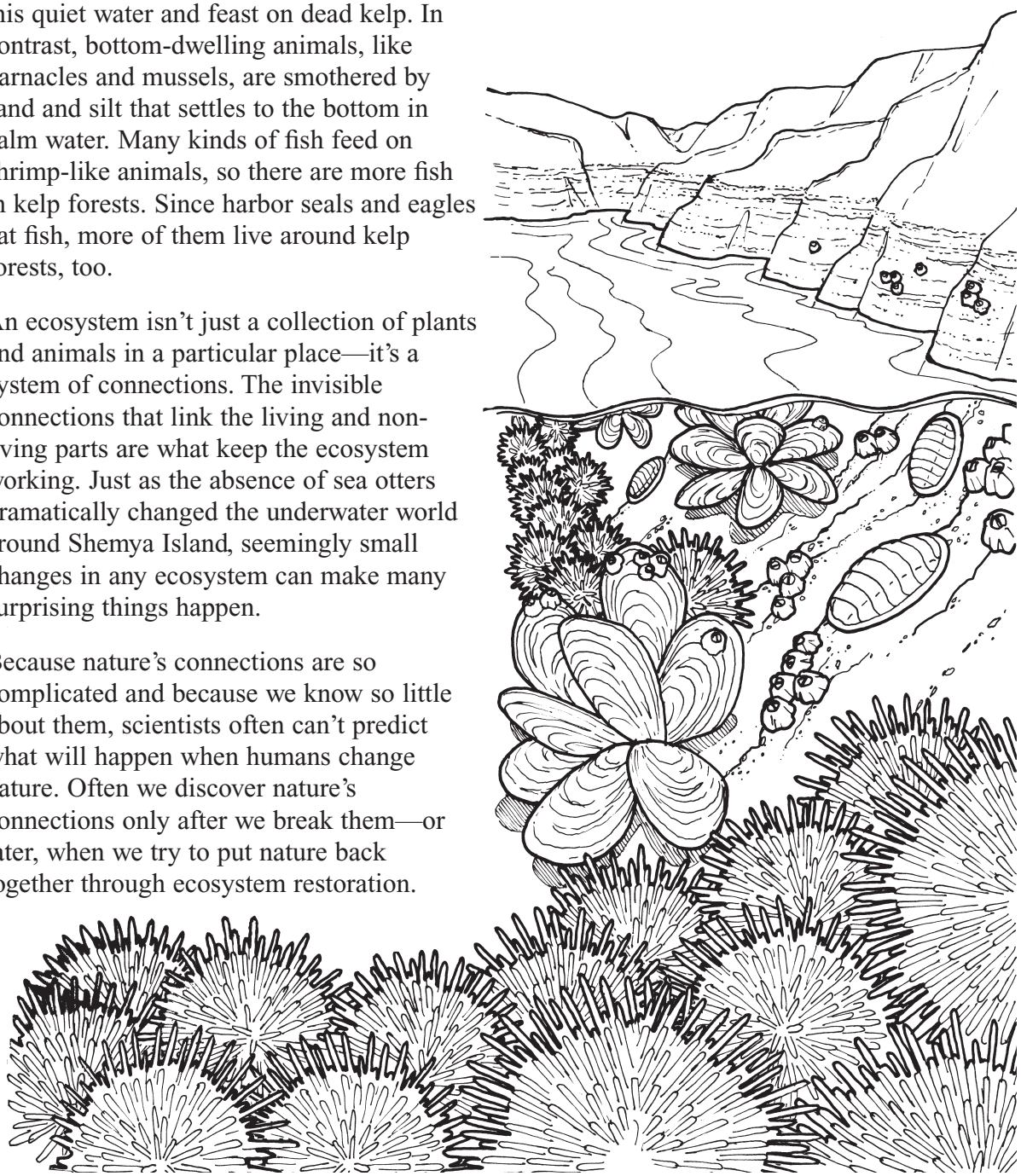
On Shemya, however, where there are no sea otters, the ocean floor is patrolled by hordes of sea urchins. Sea urchins eat giant kelp. They also gnaw through the anchoring base of the kelp. Without an anchor to the ocean bottom, the kelp soon washes ashore and dies. So giant kelp can't survive in places like Shemya.



On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives. A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp. In contrast, bottom-dwelling animals, like barnacles and mussels, are smothered by sand and silt that settles to the bottom in calm water. Many kinds of fish feed on shrimp-like animals, so there are more fish in kelp forests. Since harbor seals and eagles eat fish, more of them live around kelp forests, too.

An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections. The invisible connections that link the living and non-living parts are what keep the ecosystem working. Just as the absence of sea otters dramatically changed the underwater world around Shemya Island, seemingly small changes in any ecosystem can make many surprising things happen.

Because nature's connections are so complicated and because we know so little about them, scientists often can't predict what will happen when humans change nature. Often we discover nature's connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.



Now answer Numbers 1 through 15 on your Sample Answer Sheet on page 14. Base your answers on the article "What Is an Ecosystem?"

1 Read these sentences from the article.

> **These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.**

As used in the sentence above, the word *venture* means

A. swim lazily.

B. float noisily.

C. enter with risk.

D. continue with energy.

2 Read these sentences from the article.

> **A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp.**

What does the word *flourish* mean?

F. grow well

G. seek warmth

H. become quiet

I. avoid enemies

3 Read this sentence from the article.

> **Often we discover nature's connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.**

What is the meaning of *restoration* as used in the above sentence?

A. the act of repairing

B. the process of storing

C. protection of delicate species

D. observation of the environment

4 Which two words from the article have nearly OPPOSITE meanings?

F. feast, gnaw

G. series, single

H. settles, washes

I. collection, system

5 With which statement would the author of "What Is an Ecosystem?" MOST likely agree?

A. People should avoid activities that may harm an ecosystem.

B. Ecosystems need change in order to stay strong and healthy.

C. Ecosystems can never be repaired once they have been damaged.

D. Scientists should be able to predict the effects of changes on ecosystems.

6 Which sentence from the article tells the author's main message?

F. *Plants help animals by making food from sunlight, air, water, and soil minerals.*

G. *On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives.*

H. *An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections.*

I. *The scientists discovered that all the differences arose because Shemya lacked a* single *animal species—the sea otter.*

7 Which detail from the article helps show how a sea otter's diet can protect kelp forests?

A. Seals live in the kelp forests.

B. Sea urchins eat and destroy kelp.

C. Shrimp-like animals eat dead kelp.

D. Fish make their homes in kelp forests.

8 *Pockets of calm water* near Amchitka Island are created by

F. mud and sand.

G. animals with shells.

H. groups of sea urchins.

I. large underwater plants.

9 What is the theme of the entire article?

A. Each ecosystem is puzzling to scientists.

B. Elements of nature rely closely on each other.

C. Plants have the greatest impact on ecosystems.

D. Animals must adapt to survive in their environments.

10 Which sentence BELOW best describes the author's view about the puzzle of ecosystems?

F. She identifies various animals in ocean environments.

G. She lists the natural occurrences in the order they happen.

H. She reveals details about how humans put nature back together.

I. She describes the differences between two island environments.

11 Before the hunters arrived in the late 1800s, Amchitka Island and Shemya Island both

A. were home to many sea otters.

B. provided a place for sea urchins to patrol.

C. were surrounded by barnacles and mussels.

D. provided a place for barnacles and mussels to grow.

12 By reading the article and looking at the map, you can tell that Shemya and Amchitka Islands are located

F. along the coast of Russia.

G. along the coast of Canada.

H. between the Arctic Ocean and the Bering Sea.

I. between the Pacific Ocean and the Bering Sea.

13 What is the purpose of the illustration at the beginning of the article?

A. to show different types of animals

B. to show how living things interact

C. to demonstrate the importance of the water

D. to demonstrate the similarities of the islands

14 What does the author use to support the information in the article?

F. scientific research

G. personal observations

H. interviews with experts

I. knowledge from books

15 What information from the article supports the scientists' conclusion that ecosystems are difficult to understand?

A. Although Amchitka Island and Shemya Island have interactive ecosystems, they change constantly.

B. Although Amchitka Island has always supported giant kelp forests, Shemya Island has many sea otters.

C. Even though Amchitka Island and Shemya Island have similar offshore environments, the ecosystems are vastly different.

D. Even though sea otters returned to Shemya Island after their numbers dwindled, they never returned to Amchitka Island.

Read the article "Your Bicycle Helmet" before answering Numbers 16 through 18.

YOUR BICYCLE HELMET
A CORRECT FIT

Fitting A Bike Helmet

Position
Put the helmet on your head so it sits evenly between the ears and rests low on your forehead—it should only be about 1–2 finger-widths above your eyebrow.

Pads
Put foam pads inside the helmet so it feels comfortable but really snug. Usually, the helmet includes more than one size of foam pads that can be velcroed inside the helmet for a better fit.

Straps
Tighten the chin strap as snugly as possible. Adjust the junction of front and back straps just under the ears and secure back strap without putting pressure on the front strap.

If all of this sounds confusing, follow the simple 5-Step Helmet Fit Test [below].

A Good Helmet Fit is as important as wearing one . . . but it takes time. Allow as much as a half hour to get a proper helmet fit. If fitting your child, don't try to "rush" it as they are trying to go outside to ride. Do it while they're relaxed and you have plenty of time. Then secure the adjustments so the helmet is ready for the next ride.

Five-Step Helmet Fit Test

Step	Problem	Solution
1. With one hand, gently lift the front of the helmet up and back.	***Helmet moves back to uncover the forehead.***	Tighten front strap to junction. Also, adjust padding thickness and/or position, especially in back. Make sure chin strap is snug. If this doesn't work, the helmet may be too big.
2. With one hand, gently lift the back of the helmet up and forward.	***Helmet moves forward to cover the eyes.***	Tighten back strap. Make sure chin strap is snug. Also, adjust padding thickness and/or position, especially in front.
3. Put a hand on each side of the helmet and rock from side to side. Shake your head "no" as hard as possible.	***Helmet slips from side to side.***	Check padding on sides and make sure straps are evenly adjusted.
4. Open your mouth (lower jaw) as wide as possible, without moving your head. The top of your helmet should pull down.	***Helmet does not pull down when opening your mouth.***	Tighten chin strap. Make sure the front and back strap junction is under each ear.
5. Check to see if the front edge of helmet covers your forehead. The front edge of the helmet should not be more than 1 to 2 finger-widths from your eyebrows.	***Helmet does not cover the forehead.***	Position helmet no more than 1 to 2 finger-widths above eyebrows. Tighten any loose straps. Make adjustments so the helmet stays over the forehead.

Have someone else test your helmet fit by doing the **5-Step Test** outlined above. Hold your head still during the test. Your helmet should pass each of the 5 steps.

Buying A Bike Helmet

1. Buy a helmet that has been tested and meets the uniform safety standard issued by the U.S. Consumer Product Safety Commission (CPSC), or one or more of the voluntary bicycle helmet standards like ASTM, Snell or ANSI. You can tell this by looking for a label or sticker that says the helmet meets the standard.
2. Select a brand and size that fits well prior to any adjustments. Adjustable sizing pads are often included to help ensure a better fit. Buy one that's comfortable and attractive. You'll be more likely to wear it.
3. Buy a helmet that fits your child now, not a helmet to "grow into."
4. Replace any helmet that has been involved in a crash!

FACT: *A bicycle helmet reduces the risk of serious head and brain injury by 85–88%. But it's not enough to simply buy and wear one—you need to make sure it fits properly.*

Courtesy of U.S. Department of Transportation, National Highway Traffic Safety Administration.

Now answer Numbers 16 through 18 on your Sample Answer Sheet on page 14. Base your answers on the article "Your Bicycle Helmet."

16 Why does the author include the Five-Step Helmet Fit Test?

F. to make sure the foam pads are comfortable

G. to explain how to check a helmet for the correct fit

H. to clarify where the helmet should sit on your head

I. to make sure you hold your head still during the fit

17 What is the purpose of the subheadings listed under "Fitting A Bike Helmet"?

A. to offer important suggestions for wearing a bike helmet

B. to show the order followed when putting on a bike helmet

C. to indicate the time needed to learn how to wear a bike helmet

D. to ensure that safety measures are taken when buying a bike helmet

18 For what could the information in the article best be used?

F. a booklet listing bicycle rules

G. a report explaining bicycle safety

H. a pamphlet showing bicycle trails

I. a brochure advertising bicycle gear

Name _____

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

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓕ	Ⓖ	Ⓗ	Ⓘ	12	Ⓕ	Ⓖ	Ⓗ	Ⓘ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓕ	Ⓖ	Ⓗ	Ⓘ	14	Ⓕ	Ⓖ	Ⓗ	Ⓘ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	15	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓕ	Ⓖ	Ⓗ	Ⓘ	16	Ⓕ	Ⓖ	Ⓗ	Ⓘ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	17	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓕ	Ⓖ	Ⓗ	Ⓘ	18	Ⓕ	Ⓖ	Ⓗ	Ⓘ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ					
10	Ⓕ	Ⓖ	Ⓗ	Ⓘ					

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To offer students a variety of texts on the FCAT Reading tests, authentic and copyrighted stories, poems, and articles appear as they were originally published, as requested by the publisher and/or author. While these real-world examples do not always adhere to strict style conventions and/or grammar rules, inconsistencies among passages should not detract from students' ability to understand and answer questions about the texts.

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

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

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