

Florida FSA 2020 Grade 4 Reading Practice

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FSA
ELA & Mathematics
Assessments

Grade 4
FSA ELA Reading
Practice Test Questions

The purpose of these practice test materials is to orient teachers and students to the types of questions on paper-based FSA ELA Reading tests. By using these materials, students will become familiar with the types of items and response formats they may see on a paper-based test. The practice 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. The practice test is not intended to guide classroom instruction.

**Directions for Answering the
ELA Reading Practice Test Questions**

If you don't understand a question, ask your teacher to explain it to you. Your teacher has the answers to the practice test questions.

Read the passages “How the Moon Was Kind to Her Mother” and “Sly as a Fox” and then answer Numbers 1 through 7.

This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

Passage 1: How the Moon Was Kind to Her Mother

- 1 Once upon a time, a long while ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.
- 2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.
- 3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.
- 4 Then the three sisters said good-bye to the Thunder and Lightning and went home.
- 5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. “What did you bring me from the supper?” she asked.
- 6 The Sun tossed her head with all its yellow hair in disdain. “Why should I bring you anything?” she asked. “I went out for my own pleasure and not to think of you.” It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother. “I, too, went out for my own entertainment,” she said, “and why should I think of you, Mother, when you were not with me?” But it was very different with the Moon, who was not greedy and selfish as her two

sisters were. She turned her pale sweet face toward her mother and held out her slender hands. "See, Mother," cried the Moon, "I have brought you part of everything that was on my plate. I ate only half of the feast, for I wanted to share it with you." So the mother brought a gold plate, and the food that her unselfish daughter, the Moon, had brought her heaped the plate high. She ate it, and then she turned to her three children, for she had something important to say to them.

- 7 She spoke first to the Sun. "You were selfish, my daughter," she said. "You went out and enjoyed yourself with no thought of one who was left alone at home. Hereafter you shall be no longer beloved among men. Your rays shall be so hot and burning that they shall scorch everything they touch." And that is why, to this day, the Sun is hot and blazing.

- 8 Next the mother spoke to the Wind. "You, too, my daughter, have been unkind and greedy," she said. "You enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of your sister, the Sun, and wither and blast all that you touch." And that is why, to this day, the Wind, blowing in hot weather, is so unpleasant.

- 9 But, last, the mother spoke to her kind daughter, the Moon. "You remembered your mother and were unselfish," she said. "To those who are thoughtful of their mother, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall wane, but you shall wax again. You shall make the dark night bright, and all men shall call you blessed." And that is why, to this day, the Moon is so cool, bright, and beautiful.

"How the Moon Was Kind to Her Mother." In the public domain.

Passage 2: Sly as a Fox

- 10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird's nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, picking some long blades of grass. *I'll trick Eagle and make her give me her eggs.*
- 11 Fox knocked on the tree and called loudly, "Eagle, throw me an egg!"
- 12 Eagle stared down at Fox from the top of the tree and replied, "No!"

- 13 "I'm warning you, you'd better throw me an egg," repeated Fox. "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" Because Fox's words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, "Now I want another one!" When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, "I tricked you! Do you think it's possible to cut down a tree with some blades of *grass*?" And he ran away with the two eggs. Instead of being frightened, Eagle now was furious! She beat the air with her wings, grabbed Fox in her talons, and carried him away from the forest. Eagle flew over the mountains, over snow-covered fields, and over the deep ocean. At last Eagle landed on a very small island and set Fox down upon a rock. "Now you'll never trouble me again!" Eagle said. Taking her eggs back, she flew into the sky like a bolt of lightning.
- 14 Since the island was a small dot in the icy sea, Fox decided to walk all around it. As he walked, he made up a song. "How can I get off this island?" he sang. "What can I do, what can I do?" As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water! Seals, walruses, and whales poked their heads out of the water. They all listened to Fox's song. Then the sea creatures spoke and asked Fox what he was singing. "We couldn't make out the words," the animals explained. This gave Fox an idea. He could get the sea animals to aid in his escape.
- 15 "Thank you for listening to my song!" Fox said politely. "I'll sing it again so you can understand the words." This time, though, Fox sang these words instead: "Which has more animals, the land or the sea?" The seals, walruses, and whales all spoke up like one creature. "Of course there are more animals in the sea!" they exclaimed. "Hmm," Fox said, "I wonder how we can prove this? Why don't you come to the top of the water and make a bridge from this island to the next one? I can walk over all of you and count as I go." And so every seal, walrus, and whale rose to the top of the water. They created a huge bridge across the sea. Then Fox jumped onto the back of the first animal and walked from the back of one animal to the next. As he walked, he pretended to count.
- 16 *I'm certainly clever, he thought. That saying about being "sly as a fox" describes me so well!*
- 17 Finally, he got to the last creature. Fox jumped down as quickly as he could. He landed on dry earth, turned and thanked the sea animals, and sang to himself as he ran home.

"Sly as a Fox" property of the Florida Department of Education.

Now answer Numbers 1 through 7. Base your answers on the passages “How the Moon Was Kind to Her Mother” and “Sly as a Fox.”

- 1.** Read this sentence from Passage 1.

“The Sun tossed her head with all its yellow hair in disdain.” (paragraph 6)

What does the word disdain show about the Sun’s attitude toward her mother?

- Ⓐ The Sun does not respect her mother.
- Ⓑ The Sun thinks her mother is generous.
- Ⓒ The Sun is confused by the question her mother asked.
- Ⓓ The Sun is nervous because she did not bring her mother anything.

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- Ⓐ High hopes can lead to disappointment.
- Ⓑ Listen to those who are older and wiser.
- Ⓒ If you are nice to others, they will be nice to you.
- Ⓓ When planning an event, be sure to include everyone.

Part B

Which sentence from the story supports the answer in Part A?

- Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- Ⓓ "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)

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3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does Fox sing for the sea animals in Passage 2?

- Ⓐ He wants their help.
- Ⓑ He is grateful to them.
- Ⓒ He likes their attention.
- Ⓓ He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- Ⓐ "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- Ⓑ "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- Ⓒ "He could get the sea animals to aid in his escape." (paragraph 14)
- Ⓓ "'Thank you for listening to my song!' Fox said politely." (paragraph 15)

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4. Fill in the bubbles **before two** sentences from Passage 2 that show why Eagle gives her eggs to Fox.

Ⓐ "I'm warning you, you'd better throw me an egg," repeated Fox.
Ⓑ "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" Ⓒ Because Fox's words frightened Eagle, she threw him an egg. Ⓓ Fox caught the egg in his paw, saying, "Now I want another one!" Ⓔ When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" Ⓕ Eagle still felt scared, and so she threw another egg. Ⓖ Now Fox laughed at Eagle, saying, "I tricked you!" Ⓗ Do you think it's possible to cut down a tree with some blades of *grass*?" Ⓘ And he ran away with the two eggs. Ⓝ Instead of being frightened, Eagle now was furious! (paragraph 13)

FSA ELA Reading Practice Test Questions

5. Fill in **one** bubble in each row to show the order in which events happen in Passage 2.

	First	Next	Then	Finally
Eagle takes Fox to an island.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Fox tricks Eagle into giving him her eggs.	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
Fox makes up a song to trick the animals.	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L
The animals build a bridge for Fox to walk over.	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input type="radio"/> P

- 6.** How are the points of view in both passages similar?
- Ⓐ Both passages are told from the first-person point of view.
 - Ⓑ Both passages are told from the third-person point of view.
 - Ⓒ Both passages are told from the point of view of various characters.
 - Ⓓ Both passages are told from the point of view of the main character.

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7. Fill in the bubbles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Greed is punished.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
Trickery is rewarded.	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
Food influences characters.	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

Read the passage “The Importance of Sue” and then answer Numbers 8 through 15.

The Importance of Sue

- 1 Most people would consider a flat tire to be unlucky, but not Susan Hendrickson. Susan was working with a team of fossil hunters in South Dakota when a tire on the group’s truck went flat. While the rest of the team worked to fix the tire, Susan decided to make use of the time. She went on a hike and made an amazing discovery—the fossilized bones of a *Tyrannosaurus rex*. Most of the *T. rex* skeletons that had been found before Hendrickson’s discovery were missing many bones. This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team.
- 2 Hendrickson’s team was led by Peter Larson of the Black Hills Institute. In the summer of 1990, he took a group of paleontologists to South Dakota to search for dinosaur fossils. They found some dinosaur bones but nothing from a *Tyrannosaurus rex*. They were ready to leave when they got that fateful flat tire. The last-minute discovery was so impressive that Larson even named the dinosaur “Sue” in honor of Hendrickson.
- 3 Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue. All of the bones in the display are real—except for the head. Sue’s head weighs 600 pounds, so it is too heavy to display on top of the rest of her skeleton. Scientists at the museum made a copy of her skull to include with the display of her very real skeleton. Her real skull sits in a display case on the museum’s balcony.



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- 4 To display Tyrannosaurus Sue's giant skeleton, the museum called in experts. They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display. This is a great aid to scientists studying the large dinosaur.



- 5 Paleontologists have learned so much from studying Sue's bones. From the position of her eye sockets, they've learned that Sue had good depth perception. This helped her to be a fierce hunter who could tell how far away her next meal was. From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Scientists still have many questions and hope to learn even more from Sue. They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

"The Importance of Sue" written for educational purposes. Images in the public domain.

Now answer Numbers 8 through 15. Base your answers on the passage “The Importance of Sue.”

8. Read this sentence from paragraph 1.

“This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team.”

What does treasure trove mean as it is used in this sentence?

- Ⓐ something that is kept secret
 - Ⓑ something that is worth money
 - Ⓒ something that is very valuable
 - Ⓓ something that belongs to someone
- 9.** Which phrase describes the structure of paragraphs 1 and 2?
- Ⓐ order of events
 - Ⓑ cause and effect
 - Ⓒ problem and solution
 - Ⓓ comparison of problems

FSA ELA Reading Practice Test Questions

10. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why was Susan Hendrickson's discovery exciting for paleontologists?

- Ⓐ Very few bones were missing.
- Ⓑ The Field Museum needed a new display.
- Ⓒ No other fossils were found during the trip.
- Ⓓ The discovery site had already been searched.

Part B

Which sentence supports the answer in Part A?

- Ⓐ "While the rest of the team worked to fix the tire, Susan decided to make use of the time." (paragraph 1)
- Ⓑ "Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones." (paragraph 1)
- Ⓒ "The last-minute discovery was so impressive that Larson even named the dinosaur 'Sue' in honor of Hendrickson." (paragraph 2)
- Ⓓ "Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue." (paragraph 3)

11. How is the copy of Sue's skull different from the real one?

- Ⓐ It is softer.
- Ⓑ It is bigger.
- Ⓒ It is lighter.
- Ⓓ It is stronger.

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the main idea of the passage?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue's skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Ⓒ Susan Hendrickson's discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue's bones because of how the skeleton is displayed.

Part B

Fill in the bubbles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓐ Paleontologists have learned so much from studying Sue's bones. Ⓑ From the position of her eye sockets, they've learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓗ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

13. What are **two** ways that Tyrannosaurus Sue's skeleton is used?

- Ⓐ as an interesting *Tyrannosaurus rex* display that brings visitors into the museum
- Ⓑ as evidence to prove that *Tyrannosaurus rexes* were warm-blooded creatures
- Ⓒ as an example of how to make missing *Tyrannosaurus rex* bones
- Ⓓ as a tool that allows scientists to study *Tyrannosaurus rex* fossils
- Ⓔ as a demonstration of the daily activities of *Tyrannosaurus rexes*

14. Fill in the bubbles to show how each image contributes to ideas in the passage.

	Image 1	Image 2	Both Images
shows how different bones form Sue's skeleton	Ⓐ	Ⓑ	Ⓒ
shows how complete Susan Hendrickson's discovery was	Ⓓ	Ⓔ	Ⓕ
shows how Sue's skeleton could not be displayed all together	Ⓖ	Ⓗ	Ⓘ

15. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why were experts called in to display Sue's skeleton?

- Ⓐ The skeleton needed the addition of missing parts.
- Ⓑ The skeleton needed to be protected from visitors.
- Ⓒ The skeleton needed extra support to hang upright.
- Ⓓ The skeleton needed to be arranged in a specific way.

Part B

Select one sentence to support your answer in Part A.

- Ⓐ "Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones." (paragraph 1)
- Ⓑ "Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue." (paragraph 3)
- Ⓒ "All of the bones in the display are real—except for the head." (paragraph 3)
- Ⓓ "They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display." (paragraph 4)

Read the passage and then answer Numbers 16 through 18. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Not even traveling can stop the president from working. There is a special airplane designed just for the president. It has three different levels. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board. This airplane is called Air Force One.

The president travels with a lot of different people: other officials, aides, and even reporters. Air Force One can handle all the guests. There are to kitchens that feed up to one hundred people at a time. Going long distances is easy because this airplane might refuel in the air.

The name Air Force One is usually used for the large white and blue plane with these special features. However, even if the president flies on a different plane, that plane would be called Air Force One. This is because any plane that the president flies on is referred to by this name.

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

16. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board.

- Ⓐ docter
- Ⓑ doctor
- Ⓒ dockter
- Ⓓ correct as is

18. The name Air Force One is usually used for the large white and blue plane with these special features.

- Ⓐ white and blue large plane
- Ⓑ blue and white large plane
- Ⓒ large plane white and blue
- Ⓓ correct as is

17. Part A

There are to kitchens that feed up to one hundred people at a time.

- Ⓐ too
- Ⓑ tow
- Ⓒ two
- Ⓓ correct as is

Part B

Going long distances is easy because this airplane might refuel in the air.

- Ⓐ can
- Ⓑ must
- Ⓒ should
- Ⓓ correct as is

Read the passage and then answer Numbers 19 through 22. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

19 Just because you are aware that somebody is talking doesn't mean that you are paying attention. It takes practice to give somebody your full attention. The goal of understanding isn't just to know what somebody said. You should try to understand the complete message being sent.

20 Learning how to understand others is an important skill, both inside and outside the classroom. People who are good at understanding others have an easier time gaining other peoples's trust. This helps them to build good relationships.

21 One way to improve your understanding is to be curious about what others think. Don't judge what they say, and don't intirupt. Try to remember important points of their messages. Check for understanding by trying to repeat back what they said, only in your own words. This will show others that you are paying attention.

22 You must understand another person's message, but that doesn't mean that you have to agree with it. The goal of good communication isn't agreement, but understanding.

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Now answer Numbers 19 through 22. Choose the correct word or phrase for each of the following.

19. Choose the correct punctuation.

- Ⓐ What somebody said
you should
- Ⓑ what. Somebody said
you should
- Ⓒ what Somebody said,
you should
- Ⓓ correct as is

20. Choose the correct word.

- Ⓐ peoples
- Ⓑ peoples'
- Ⓒ people's
- Ⓓ correct as is

21. Choose the correct spelling.

- Ⓐ interrupt
- Ⓑ interupt
- Ⓒ intirrupt
- Ⓓ correct as is

22. Choose the correct word.

- Ⓐ could
- Ⓑ do
- Ⓒ might
- Ⓓ correct as is



FSA
ELA & Mathematics
Assessments

Grade 4
FSA ELA Reading
Practice Test Answer Key

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This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

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- 2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.
- 3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.
- 4 Then the three sisters said good-bye to the Thunder and Lightning and went home.
- 5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. "What did you bring me from the supper?" she asked.
- 6 The Sun tossed her head with all its yellow hair in disdain. "Why should I bring you anything?" she asked. "I went out for my own pleasure and not to think of you." It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother. "I, too, went out for my own entertainment," she said, "and why should I think of you, Mother, when you were not with me?" But it was very different with the Moon, who was not greedy and selfish as her two

sisters were. She turned her pale sweet face toward her mother and held out her slender hands. "See, Mother," cried the Moon, "I have brought you part of everything that was on my plate. I ate only half of the feast, for I wanted to share it with you." So the mother brought a gold plate, and the food that her unselfish daughter, the Moon, had brought her heaped the plate high. She ate it, and then she turned to her three children, for she had something important to say to them.

- 7 She spoke first to the Sun. "You were selfish, my daughter," she said. "You went out and enjoyed yourself with no thought of one who was left alone at home. Hereafter you shall be no longer beloved among men. Your rays shall be so hot and burning that they shall scorch everything they touch." And that is why, to this day, the Sun is hot and blazing.

- 8 Next the mother spoke to the Wind. "You, too, my daughter, have been unkind and greedy," she said. "You enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of your sister, the Sun, and wither and blast all that you touch." And that is why, to this day, the Wind, blowing in hot weather, is so unpleasant.

- 9 But, last, the mother spoke to her kind daughter, the Moon. "You remembered your mother and were unselfish," she said. "To those who are thoughtful of their mother, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall wane, but you shall wax again. You shall make the dark night bright, and all men shall call you blessed." And that is why, to this day, the Moon is so cool, bright, and beautiful.

"How the Moon Was Kind to Her Mother." In the public domain.

Passage 2: Sly as a Fox

- 10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird's nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, *picking some long blades of grass. I'll trick Eagle and make her give me her eggs.*
- 11 Fox knocked on the tree and called loudly, "Eagle, throw me an egg!"
- 12 Eagle stared down at Fox from the top of the tree and replied, "No!"

- 13 "I'm warning you, you'd better throw me an egg," repeated Fox. "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" Because Fox's words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, "Now I want another one!" When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, "I tricked you! Do you think it's possible to cut down a tree with some blades of *grass*?" And he ran away with the two eggs. Instead of being frightened, Eagle now was furious! She beat the air with her wings, grabbed Fox in her talons, and carried him away from the forest. Eagle flew over the mountains, over snow-covered fields, and over the deep ocean. At last Eagle landed on a very small island and set Fox down upon a rock. "Now you'll never trouble me again!" Eagle said. Taking her eggs back, she flew into the sky like a bolt of lightning.
- 14 Since the island was a small dot in the icy sea, Fox decided to walk all around it. As he walked, he made up a song. "How can I get off this island?" he sang. "What can I do, what can I do?" As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water! Seals, walruses, and whales poked their heads out of the water. They all listened to Fox's song. Then the sea creatures spoke and asked Fox what he was singing. "We couldn't make out the words," the animals explained. This gave Fox an idea. He could get the sea animals to aid in his escape.
- 15 "Thank you for listening to my song!" Fox said politely. "I'll sing it again so you can understand the words." This time, though, Fox sang these words instead: "Which has more animals, the land or the sea?" The seals, walruses, and whales all spoke up like one creature. "Of course there are more animals in the sea!" they exclaimed. "Hmm," Fox said, "I wonder how we can prove this? Why don't you come to the top of the water and make a bridge from this island to the next one? I can walk over all of you and count as I go." And so every seal, walrus, and whale rose to the top of the water. They created a huge bridge across the sea. Then Fox jumped onto the back of the first animal and walked from the back of one animal to the next. As he walked, he pretended to count.
- 16 *I'm certainly clever, he thought. That saying about being "sly as a fox" describes me so well!*
- 17 Finally, he got to the last creature. Fox jumped down as quickly as he could. He landed on dry earth, turned and thanked the sea animals, and sang to himself as he ran home.

"Sly as a Fox" property of the Florida Department of Education.

1. Read this sentence from Passage 1.

“The Sun tossed her head with all its yellow hair in disdain.” (paragraph 6)

What does the word disdain show about the Sun’s attitude toward her mother?

- The Sun does not respect her mother.
- Ⓐ The Sun thinks her mother is generous.
- Ⓑ The Sun is confused by the question her mother asked.
- Ⓓ The Sun is nervous because she did not bring her mother anything.

Option A: **This answer is correct.** *The Sun’s actions show disrespect toward her mother.*

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- Ⓐ High hopes can lead to disappointment.
- Ⓑ Listen to those who are older and wiser.
- If you are nice to others, they will be nice to you.
- Ⓓ When planning an event, be sure to include everyone.

Part B

Which sentence from the story supports the answer in Part A?

- Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)

Part A

Option C: **This answer is correct.** *The Moon is kind to her mother, and her mother rewards her in return.*

Part B

Option D: **This answer is correct.** *The mother rewards the Moon for her thoughtfulness.*

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does Fox sing for the sea animals in Passage 2?

- ☒ He wants their help.
- ☐ He is grateful to them.
- ☐ He likes their attention.
- ☐ He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- ☐ "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- ☐ "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- ☒ "He could get the sea animals to aid in his escape." (paragraph 14)
- ☐ "“Thank you for listening to my song!” Fox said politely." (paragraph 15)

Part A

Option A: **This answer is correct.** Fox sings to gain the sea animals' help in getting back to the mainland.

Part B

Option C: **This answer is correct.** Fox realizes he can use the sea animals to get back to the mainland by singing.

FSA ELA Reading Practice Test Answer Key

4. Fill in the bubbles **before two** sentences from Passage 2 that show why Eagle gives her eggs to Fox.

Ⓐ "I'm warning you, you'd better throw me an egg," repeated Fox.
Ⓑ "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" ● Because Fox's words frightened Eagle, she threw him an egg. Ⓓ Fox caught the egg in his paw, saying, "Now I want another one!" Ⓔ When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" ● Eagle still felt scared, and so she threw another egg. Ⓕ Now Fox laughed at Eagle, saying, "I tricked you!"
Ⓖ Do you think it's possible to cut down a tree with some blades of grass?" Ⓗ And he ran away with the two eggs. Ⓙ Instead of being frightened, Eagle now was furious! (paragraph 13)

Option C and F: **These answers are correct.** These options show that Fox scares Eagle twice, which results in Eagle throwing an egg to Fox each time.

FSA ELA Reading Practice Test Answer Key

5. Fill in **one** bubble in each row to show the order in which events happen in Passage 2.

	First	Next	Then	Finally
Eagle takes Fox to an island.	Ⓐ	<input checked="" type="radio"/>	Ⓒ	Ⓓ
Fox tricks Eagle into giving him her eggs.	<input checked="" type="radio"/>	Ⓕ	Ⓖ	Ⓗ
Fox makes up a song to trick the animals.	Ⓘ	Ⓙ	<input checked="" type="radio"/>	Ⓛ
The animals build a bridge for Fox to walk over.	Ⓜ	Ⓝ	Ⓞ	<input checked="" type="radio"/>

Option B: **This answer is correct.** This is the second action in a summary of events in the passage.

Option E: **This answer is correct.** This is the first action in a summary of events in the passage.

Option K: **This answer is correct.** This is the third action in a summary of events in the passage.

Option P: **This answer is correct.** This is the fourth and final action in a summary of events in the passage.

6. How are the points of view in both passages similar?

- Ⓐ Both passages are told from the first-person point of view.
- Both passages are told from the third-person point of view.
- Ⓒ Both passages are told from the point of view of various characters.
- Ⓓ Both passages are told from the point of view of the main character.

Option B: **This answer is correct.** Both stories are told by a third-person narrator.

FSA ELA Reading Practice Test Answer Key

7. Fill in the bubbles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Greed is punished.	<input checked="" type="radio"/>	<input type="radio"/> B	<input type="radio"/> C
Trickery is rewarded.	<input type="radio"/> D	<input checked="" type="radio"/>	<input type="radio"/> F
Food influences characters.	<input type="radio"/> G	<input type="radio"/> H	<input checked="" type="radio"/>

Option A: **This answer is correct.** Passage 1 revolves around the selfish Sun and Wind being punished, while the Moon is rewarded for being unselfish.

Option E: **This answer is correct.** Passage 2 focuses on Fox's trickery and how he is rewarded with Eagle's eggs.

Option I: **This answer is correct.** In Passage 1, the Moon and Wind eat without saving any for their mother; and in Passage 2, Fox wants Eagle's eggs, which prompts his actions in the story.

The Importance of Sue

- 1 Most people would consider a flat tire to be unlucky, but not Susan Hendrickson. Susan was working with a team of fossil hunters in South Dakota when a tire on the group's truck went flat. While the rest of the team worked to fix the tire, Susan decided to make use of the time. She went on a hike and made an amazing discovery—the fossilized bones of a *Tyrannosaurus rex*. Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones. This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team.
- 2 Hendrickson's team was led by Peter Larson of the Black Hills Institute. In the summer of 1990, he took a group of paleontologists to South Dakota to search for dinosaur fossils. They found some dinosaur bones but nothing from a *Tyrannosaurus rex*. They were ready to leave when they got that fateful flat tire. The last-minute discovery was so impressive that Larson even named the dinosaur "Sue" in honor of Hendrickson.
- 3 Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue. All of the bones in the display are real—except for the head. Sue's head weighs 600 pounds, so it is too heavy to display on top of the rest of her skeleton. Scientists at the museum made a copy of her skull to include with the display of her very real skeleton. Her real skull sits in a display case on the museum's balcony.



- 4 To display Tyrannosaurus Sue's giant skeleton, the museum called in experts. They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display. This is a great aid to scientists studying the large dinosaur.



- 5 Paleontologists have learned so much from studying Sue's bones. From the position of her eye sockets, they've learned that Sue had good depth perception. This helped her to be a fierce hunter who could tell how far away her next meal was. From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Scientists still have many questions and hope to learn even more from Sue. They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

"The Importance of Sue" written for educational purposes. Images in the public domain.

8. Read this sentence from paragraph 1.

"This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team."

What does treasure trove mean as it is used in this sentence?

- Ⓐ something that is kept secret
- Ⓑ something that is worth money
- something that is very valuable
- Ⓓ something that belongs to someone

Option C: This answer is correct. The phrase is referring to the skeleton because it is a valuable source of information.

9. Which phrase describes the structure of paragraphs 1 and 2?

- Ⓐ order of events
- cause and effect
- Ⓒ problem and solution
- Ⓓ comparison of problems

Option B: This answer is correct. These paragraphs describe how a flat tire led to the discovery of the fossilized bones.

10. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why was Susan Hendrickson's discovery exciting for paleontologists?

- ☒ Very few bones were missing.
- ☐ (B) The Field Museum needed a new display.
- ☐ (C) No other fossils were found during the trip.
- ☐ (D) The discovery site had already been searched.

Part B

Which sentence supports the answer in Part A?

- ☐ (A) "While the rest of the team worked to fix the tire, Susan decided to make use of the time." (paragraph 1)
- ☒ "Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones." (paragraph 1)
- ☐ (C) "The last-minute discovery was so impressive that Larson even named the dinosaur 'Sue' in honor of Hendrickson." (paragraph 2)
- ☐ (D) "Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue." (paragraph 3)

Part A

Option A: **This answer is correct.** *The passage states that skeletons that had been found before Hendrickson's discovery were missing many bones. This explains why her find was impressive.*

Part B

Option B: **This answer is correct.** *This sentence explains why the discovery was exciting.*

11. How is the copy of Sue's skull different from the real one?

- Ⓐ It is softer.
- Ⓑ It is bigger.
- It is lighter.
- Ⓓ It is stronger.

Option C: **This answer is correct.** *Scientists created the replica because the real skull was too heavy to display.*

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the main idea of the passage?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue's skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Susan Hendrickson's discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue's bones because of how the skeleton is displayed.

Part B

Fill in the bubbles **before two** sentences from the passage that support your answer in Part A.

- 5 ● Paleontologists have learned so much from studying Sue's bones.
 ● From the position of her eye sockets, they've learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓗ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

12.

Part A

Option C: **This answer is correct.** The passage revolves around the impact of Sue Hendrickson's discovery.

Part B

Option A, B, D, or E: **2 out of 4 of these answers are correct.** These options reflect the impact that Sue's bones have had on better understanding T. rexes, providing details of the new information scientists gained from studying Sue.

All possible correct responses:

For Part B, 2 out of the 4 options are selected:

- Paleontologists have learned so much from studying Sue's bones.
- From the position of her eye sockets, they've learned that Sue had good depth perception.
- From the structure of her ears, they know that Sue and other T. rexes had great hearing, which also helped them to hunt.
- From the length of her snout, they've discovered that T. rexes had a sharp sense of smell—another quality that gave strength to these giant predators.

13. What are **two** ways that Tyrannosaurus Sue's skeleton is used?

- ☒ as an interesting *Tyrannosaurus rex* display that brings visitors into the museum
- ☐ (B) as evidence to prove that *Tyrannosaurus rexes* were warm-blooded creatures
- ☐ (C) as an example of how to make missing *Tyrannosaurus rex* bones
- ☒ as a tool that allows scientists to study *Tyrannosaurus rex* fossils
- ☐ (E) as a demonstration of the daily activities of *Tyrannosaurus rexes*

Option A: **This answer is correct.** The passage states that children from all over the country come to visit Sue.

Option D: **This answer is correct.** The passage explains that the skeleton is displayed in such a way that scientists can study the fossils without disrupting the rest of the skeleton.

FSA ELA Reading Practice Test Answer Key

14. Fill in the bubbles to show how each image contributes to ideas in the passage.

	Image 1	Image 2	Both Images
shows how different bones form Sue's skeleton	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/>
shows how complete Susan Hendrickson's discovery was	<input type="radio"/> D	<input checked="" type="radio"/>	<input type="radio"/> F
shows how Sue's skeleton could not be displayed all together	<input checked="" type="radio"/>	<input type="radio"/> H	<input type="radio"/> I

Option C: **This answer is correct.** Both images include detailed depictions of Sue's bones and how they are arranged.

Option E: **This answer is correct.** The second image shows a much more complete skeleton, including the fake head bones, which is explained in paragraph 3.

Option G: **This answer is correct.** This first image only shows Sue's actual head bones, which is supported by information included in paragraph 3.

15. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why were experts called in to display Sue's skeleton?

- Ⓐ The skeleton needed the addition of missing parts.
- Ⓑ The skeleton needed to be protected from visitors.
- Ⓒ The skeleton needed extra support to hang upright.
- The skeleton needed to be arranged in a specific way.

Part B

Select one sentence to support your answer in Part A.

- Ⓐ "Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones." (paragraph 1)
- Ⓑ "Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue." (paragraph 3)
- Ⓒ "All of the bones in the display are real—except for the head." (paragraph 3)
- "They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display." (paragraph 4)

Part A

Option D: **This answer is correct.** *The skeleton was arranged so that scientists could study it without disrupting the display.*

Part B

Option D: **This answer is correct.** *This sentence shows that the skeleton needed to be arranged in a specific way, to allow scientists to study the bones without disturbing the display.*

Read the passage and then answer Numbers 16 through 18. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Not even traveling can stop the president from working. There is a special airplane designed just for the president. It has three different levels. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board. This airplane is called Air Force One.

The president travels with a lot of different people: other officials, aides, and even reporters. Air Force One can handle all the guests. There are to kitchens that feed up to one hundred people at a time. Going long distances is easy because this airplane might refuel in the air.

The name Air Force One is usually used for the large white and blue plane with these special features. However, even if the president flies on a different plane, that plane would be called Air Force One. This is because any plane that the president flies on is referred to by this name.

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

- 16.** Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board.

- ☐ (A) docter
☒ (B) doctor
☐ (C) dockter
☐ (D) correct as is

Option B: This answer is correct.
This option indicates the correct spelling of the word "doctor" in the sentence.

17. Part A

There are to kitchens that feed up to one hundred people at a time.

- ☐ (A) too
☐ (B) tow
☒ (C) two
☐ (D) correct as is

Part B

Going long distances is easy because this airplane might refuel in the air.

- ☒ (A) can
☐ (B) must
☐ (C) should
☐ (D) correct as is

Part A

Option C: This answer is correct.
This option indicates the correct usage of the homophone "two" based on context in the sentence.

Part B

Option A: This answer is correct.
This option indicates the correct usage of the modal verb "can" based on context in the sentence.

- 18.** The name Air Force One is usually used for the large white and blue plane with these special features.

- ☐ (A) white and blue large plane
☐ (B) blue and white large plane
☐ (C) large plane white and blue
☒ (D) correct as is

Option D: This answer is correct.
This option acknowledges the correct adjective order used in the sentence.

Read the passage and then answer Numbers 19 through 22. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

19 Just because you are aware that somebody is talking doesn't mean that you are paying attention. It takes practice to give somebody your full attention. The goal of understanding isn't just to know what somebody said. You should try to understand the complete message being sent.

20 Learning how to understand others is an important skill, both inside and outside the classroom. People who are good at understanding others have an easier time gaining other peoples's trust. This helps them to build good relationships.

21 One way to improve your understanding is to be curious about what others think. Don't judge what they say, and don't intirupt. Try to remember important points of their messages. Check for understanding by trying to repeat back what they said, only in your own words. This will show others that you are paying attention.

22 You must understand another person's message, but that doesn't mean that you have to agree with it. The goal of good communication isn't agreement, but understanding.

FSA ELA Reading Practice Test Answer Key

Now answer Numbers 19 through 22. Choose the correct word or phrase for each of the following.

19. Choose the correct punctuation.

- ☐ (A) What somebody said
you should
- ☐ (B) what. Somebody said
you should
- ☐ (C) what Somebody said,
you should
- ☒ correct as is

Option D: **This answer is correct.**
*This is the correct way to punctuate
these sentences.*

20. Choose the correct word.

- ☐ (A) peoples
- ☐ (B) peoples'
- ☒ people's
- ☐ (D) correct as is

Option C: **This answer is correct.**
*This is the correct way to make the
word "people" possessive.*

21. Choose the correct spelling.

- ☒ interrupt
- ☐ (B) interupt
- ☐ (C) intirrupt
- ☐ (D) correct as is

Option A: **This answer is correct.**
*This is the correct spelling of
"interrupt."*

22. Choose the correct word.

- ☐ (A) could
- ☐ (B) do
- ☒ might
- ☐ (D) correct as is

Option C: **This answer is correct.**
This is the correct auxiliary verb.