

FSA PRACTICE TEST TWO

Directions: Read the passage "The Ugly Duckling" then answer Numbers 1 through 8.

Passage 1: Excerpt from The Ugly Duckling **by Hans Christian Andersen**

1 It was lovely summer weather. In a sunny spot stood a pleasant old farm-house, and from the house down to the water side grew great burdock leaves, so high, that under the tallest of them a little child could stand upright. In this snug retreat sat a duck on her nest, watching for her young brood to hatch. At length one shell cracked, and then another. From each egg came a living creature that lifted its head and cried, "Peep, peep."

2 "Quack, quack," said the mother, and then they all quacked as well as they could. "Are you all out?" she continued, rising; "No, I declare, the largest egg lies there still. I wonder how long this is to last, I am quite tired of it;" and she seated herself again on the nest.

3 "Well, how are you getting on?" asked an old duck, who paid her a visit.

4 "One egg is not hatched yet," said the duck, "it will not break. But just look at all the others, are they not the prettiest little ducklings you ever saw?"

5 "Let me see the egg that will not break," said the duck; "I have no doubt it is a turkey's egg. I was persuaded to hatch some once, and after all my care and trouble with the young ones, they were afraid of the water. I quacked and clucked, but all to no purpose. I could not get them to venture in. Let me look at the egg. Yes, that is a turkey's egg; take my advice, leave it where it is and teach the other children to swim."

6 "I think I will sit on it a little while longer," said the duck; "as I have sat so long already, a few days will be nothing."

7 "Please yourself," said the old duck, and she went away.

8 At last the large egg broke, and a young one crept forth crying, "Peep, peep." It was very large and ugly. The duck stared at it and exclaimed, "It is very large and not at all like the others. I wonder if it really is a turkey. We shall soon find it out, however when we go to the water. It must go in, if I have to push it myself."

9 On the next day the weather was delightful, and the sun shone brightly on the green burdock leaves, so the mother duck took her young brood down to the water,

and jumped in with a splash. The water closed over their heads, but they came up again in an instant, and swam about quite prettily with their legs paddling under them as easily as possible, and the ugly duckling was also in the water swimming with them.

10 "Oh," said the mother, "that is not a turkey; how well he uses his legs, and how upright he holds himself! He is my own child, and he is not so very ugly after all if you look at him properly. Quack, quack! come with me now, I will take you into grand society, and introduce you to the farmyard, but you must keep close to me or you may be trodden upon; and, above all, beware of the cat."

Now answer Numbers 1 through 8. Base your answers on the passage "Excerpt from The Ugly Duckling".

1. What makes the "ugly duckling" different from his siblings? Select ALL correct answers.

- He can't swim.
- His siblings are prettier.
- His egg takes much longer to hatch.
- He's bigger than his siblings.
- He doesn't say "Peep, peep" when he hatches.

2. What is the meaning of **snug** as it is used in the following sentence from the text? It was lovely summer weather. In a sunny spot stood a pleasant old farm-house, and from the house down to the water side grew great burdock leaves, so high, that under the tallest of them a little child could stand upright. In this **snug** retreat sat a duck on her nest...

- A Cozy
- B Uncomfortable
- C Old
- D Large

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

Part A

What convinces the mother duck that the "ugly duckling" really is her own child and not a turkey?

- A When he hatches and says, "Peep, peep!"
- B When she realizes he looks just like her
- C When he's able to swim well like the other ducklings
- D When he calls her "Mommy"

Part B

Which piece of evidence from the text supports your answer in Part A?

- Ⓐ "At last the large egg broke, and a young one crept forth crying, "Peep, peep." It was very large and ugly." (Paragraph 8)
- Ⓑ "'Oh,' said the mother, 'that is not a turkey; how well he uses his legs, and how upright he holds himself! He is my own child, and he is not so very ugly after all if you look at him properly.'" (Paragraph 10)
- Ⓒ "'Let me see the egg that will not break,'" said the duck; "I have no doubt it is a turkey's egg. I was persuaded to hatch some once, and after all my care and trouble with the young ones, they were afraid of the water.'" (Paragraph 5)
- Ⓓ "'One egg is not hatched yet,' said the duck, 'it will not break. But just look at all the others, are they not the prettiest little ducklings you ever saw?'" (Paragraph 4)

4. Who is the narrator of this story?

- Ⓐ The mother duck
- Ⓑ The ugly duckling
- Ⓒ The old duck
- Ⓓ A third person narrator who's not part of the story

5. What does Paragraph 2 add to the rest of the passage?

- Ⓐ It introduces the setting.
- Ⓑ It gives readers important information about the mother duck.
- Ⓒ It introduces the main character and explains that he's different from the others.
- Ⓓ It catches the reader's attention.

6. Based on the information in the passage, how can you describe the mother duck?

- Ⓐ She's mean to her children.
- Ⓑ She cares about what other animals think.
- Ⓒ She doesn't like the ugly duckling.
- Ⓓ She's a good mother who loves her children.

7. Why does the mother duck start to think the ugly duckling might be a turkey?

- Ⓐ He looks like a turkey.
- Ⓑ He is larger and doesn't look like the other ducklings.
- Ⓒ He can't swim like the other ducklings.
- Ⓓ He sounds like a turkey instead of a duck.

8. Based on the information in the story, how does the mother duck feel about sitting on the eggs?

- Ⓐ She enjoys it.
- Ⓑ She thinks it's boring and would rather do something else.
- Ⓒ She thinks it's uncomfortable.
- Ⓓ She's getting tired of sitting on the eggs for so long.

Directions: Read the passage "The Story of Fidgety Philip," then answer Numbers 9 through 16.

Passage 2: The Story of Fidgety Philip
by Heinrich Hoffman

- 1 "Let me see if Philip can
Be a little gentleman;
Let me see if he is able
To sit still for once at table":
Thus Papa bade Phil behave;
And Mamma looked very grave.
But fidgety Phil,
He won't sit still;
He wriggles,
And giggles,
And then, I declare,
Swings backwards and forwards,
And tilts up his chair,
Just like any rocking horse--
"Philip! I am getting cross!"
- 2 See the naughty, restless child
Growing still more rude and wild,
Till his chair falls over quite.
Philip screams with all his might,
Catches at the cloth, but then
That makes matters worse again.
Down upon the ground they fall,
Glasses, plates, knives, forks, and all.
How Mamma did fret and frown,
When she saw them tumbling down!
And Papa made such a face!
Philip is in sad disgrace.
- 3 Where is Philip, where is he?
Fairly covered up you see!
Cloth and all are lying on him;
He has pulled down all upon him.
What a terrible to-do!
Dishes, glasses, snapt in two!
Here a knife, and there a fork!

Philip, this is cruel work.
Table all so bare, and ah!
Poor Papa, and poor Mamma
Look quite cross, and wonder how
They shall have their dinner now.

Now answer Numbers 9 through 16. Base your answers on the passage "The Story of Fidgety Philip".

9. Based on the information in the poem, what does the word fidgety mean?
- Ⓐ Naughty
 - Ⓑ Unable to sit still
 - Ⓒ Funny
 - Ⓓ Smart
10. How many stanzas are in this poem?
- Ⓐ 3
 - Ⓑ 39
 - Ⓒ None
 - Ⓓ 4
11. Why are Papa and Mamma wondering how they can have their dinner now?
- Ⓐ The food is cold.
 - Ⓑ Philip was naughty and ate all the food.
 - Ⓒ Philip pulled down the tablecloth, silverware, plates, and food.
 - Ⓓ Dinner still isn't ready.
12. Select the missing item from this sequence.
- (1) Papa asks Philip to see if he can sit still for once.
 - (2) Philip won't sit still, and he starts to tilt his chair back.
 - (3) ?
 - (4) Philip grabs the tablecloth and pulls everything down on top of him.
- Ⓐ Philip gets in trouble and is asked to leave the table.
 - Ⓑ Philip's mother tells him to stop tilting the chair back.
 - Ⓒ Philip's chair starts to fall, and Philip screams.
 - Ⓓ Philip says he's not hungry.

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

Part A

What lesson can readers learn from this poem?

- (A) Table manners are not important.
- (B) Some kids shouldn't be allowed to sit at the dinner table.
- (C) Treat others how you want to be treated.
- (D) Children should listen to their parents.

Part B

Which lines from the poem support your answer in Part A? Choose ALL that apply.

- "He wriggles,
And giggles...
And then, I declare,
Swings backwards and forwards"..."
- "Where is Philip, where is he?
Fairly covered up you see!
Cloth and all are lying on him;
He has pulled down all upon him."
- "Let me see if Philip can
Be a little gentleman;
Let me see if he is able
To sit still for once at table":
Thus Papa bade Phil behave;
And Mamma looked very grave."
- "And tilts up his chair,
Just like any rocking-horse-
"Philip! I am getting cross!"

14. What does the second stanza add to the poem?

- (A) It shows the consequences of Philip's actions.
- (B) It gives us more information about the main character.
- (C) It helps readers understand the setting.
- (D) It introduces the conflict.

15. How does Philip's behavior change from the beginning of the poem to the end of the poem?

- Ⓐ It doesn't change.
- Ⓑ Philip stops fidgeting in his seat.
- Ⓒ Philip listens to his parents and stops being naughty.
- Ⓓ Philip won't listen to his parents at first, but he apologizes after pulling down the tablecloth.

16. How do Philip's Papa and Mamma feel about Philip's fidgeting? Use evidence from the poem to support your answer.

Directions: Read the passage "The Pony Express" then answer Numbers 17 through 24.

Passage 3: The Pony Express

1 Today, we can communicate with people across the country with a quick text or phone call. In the 1860's, it wasn't so easy.

Communication in the 1860's

2 When the United States was first settled, the settlers lived in the eastern part of the United States. But in the 1840's, pioneers started moving west. In 1848, thousands of settlers headed west because gold had been discovered in California, and people were hoping to profit.

3 Of course, this made it difficult for people to communicate with their family on the other side of the country. There was no phone, the train line to California wasn't yet completed, and it could take months to travel across the country by horse.

The Pony Express System

4 So how did people communicate? They used the Pony Express. It would take most people weeks, months, or even a year to travel across the country. The Pony Express could deliver messages along this same trail in just 10 days.

5 How was this possible? The Pony Express had 184 stations set up from the West to the East. Each station was ten miles apart, and ten miles is about the distance a horse can gallop without getting tired. At each station, the rider would get a new horse.

6 The riders were allowed to rest too. Each rider had home stations every 75-100 miles along the trail. At the home station, the rider was permitted to rest. While he rested, the rider would hand his mail to another Pony Express rider. This way, the mail never stopped moving, even while the horses and riders got some rest.

Pony Express Riders

7 Most of the Pony Express riders were teenage boys. This was because Pony Express riders had to be light and travel fast. The riders were required to weigh under 125 pounds.

8 The riders also had to be in great shape. On the average day, they rode at least 100 miles at a fast pace. In an emergency, they might be expected to ride 200 miles in a single day. The ride was often dangerous, and riders were sometimes attacked by Native Americans or by wild animals.

9 Despite the dangers and difficulties, Pony Express riders lost only one mail pouch the entire time the Pony Express was running.

The End of the Pony Express

10 However, the Pony Express didn't run for long. It only lasted from 1860-1861. The Civil War started in April of 1861. In October, the first telegraph line to California was completed. With telegraphs, people could send messages instantly.

11 Two days after the telegraph line was finished, the Pony Express closed for good. But the strength and bravery of its riders remain legendary today.

Now answer Numbers 17 through 24. Base your answers on the passage "The Pony Express".

17. How did the building of the telegraph line affect the Pony Express?
- Ⓐ The riders didn't have to deliver as much mail, since there was now another way to communicate.
 - Ⓑ The telegraph line didn't have a major effect on the Pony Express.
 - Ⓒ The telegraph line caused the Pony Express to close, since people could now send messages instantly.
 - Ⓓ The telegraph line made people appreciate the Pony Express even more.
18. Why was the Pony Express able to deliver messages across the country so quickly? Use evidence from the passage to support your answer.

19. Which information can be found under the heading "Pony Express Riders"?
- Ⓐ Why the Pony Express was needed
 - Ⓑ How the Pony Express managed to deliver mail so quickly
 - Ⓒ What caused the Pony Express to close
 - Ⓓ How far Pony Express messengers traveled in a single day

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

Part A

With which statement would the author of this passage most likely agree?

- Ⓐ Although the Pony Express didn't run for long, it's an impressive and interesting part of history.
- Ⓑ The Pony Express delivered mail too slowly.
- Ⓒ The Pony Express was too dangerous for its riders.
- Ⓓ The Pony Express isn't important because it was quickly replaced with faster ways to communicate.

Part B

Which piece of evidence from the passage **best** supports your answer in Part A?

- Ⓐ "In an emergency, they might be expected to ride 200 miles in a single day. The ride was often dangerous, and riders were sometimes attacked by Native Americans or by wild animals." (Paragraph 8)
- Ⓑ "Two days after the telegraph line was finished, the Pony Express closed for good. But the strength and bravery of its riders remain legendary today." (Paragraph 11)
- Ⓒ "In October, the first telegraph line to California was completed. With telegraphs, people could send messages instantly." (Paragraph 10)
- Ⓓ "However, the Pony Express didn't run for long. It only lasted from 1860-1861." (Paragraph 10)

21. Under which heading could the author include information about how much Pony Express messengers were paid?

- Ⓐ Pony Express Riders
- Ⓑ The Pony Express System
- Ⓒ Communication in the 1860's
- Ⓓ The End of the Pony Express

22. What is the main idea of this passage?

- Ⓐ The Pony Express rides were difficult and dangerous, but they only lost one mail pouch.
- Ⓑ The Pony Express took only 10 days to travel a trail that took most people weeks or months.
- Ⓒ Communication used to be difficult, and the Pony Express was one legendary solution to this problem.
- Ⓓ The Pony Express only lasted from 1860-1861 before being replaced by the telegraph.

23. What does profit mean as used in this sentence from the passage?

In 1848, thousands of settlers headed west because gold had been discovered in California, and people were hoping to profit.

- Ⓐ Discover something
- Ⓑ Enjoy something
- Ⓒ Make money
- Ⓓ Benefit from something

24. Why were most of the Pony Express riders teenage boys?

- Ⓐ Older men weren't interested in riding for the Pony Express.
- Ⓑ The pay was low, so only teenagers were willing to do the job.
- Ⓒ Teenagers liked the risk and danger, why older people were afraid of it.
- Ⓓ The riders had to be light and fast.

Choose the correct word or phrase to fill in each blank for Numbers 25 through 29. For each blank, fill in the circle before the word or phrase that is correct.

25. _____ we all found our seats, the teacher asked each of us to say our name and something about ourselves. It was fun learning more about the other kids in the class.

- (A) Later
- (B) Before
- (C) While
- (D) After

26. Which of the following titles is correctly capitalized?

- (A) *Snow White and the Seven Dwarves*
- (B) *Snow White And The Seven Dwarves*
- (C) *Snow White and The Seven Dwarves*
- (D) *Snow White And the Seven Dwarves*

27. Choose the correct comparative adjective to complete the sentence below.

My brother had to reach the cookies on the top shelf because he's _____ than me.

- (A) tall
- (B) more tall
- (C) taller
- (D) tallest

28. What is the adjective in the following sentence?

The hungry zebra devoured his dinner at the zoo.

- (A) zebra
- (B) devoured
- (C) zoo
- (D) hungry

29. Which of the following sentences uses quotation marks and commas correctly?

- (A) "It's past your bedtime," Mom said.
- (B) "It's past your bedtime", Mom said.
- (C) "It's past your bedtime, Mom said."
- (D) "It's past your bedtime" Mom said.

FLORIDA STANDARDS ASSESSMENT

**ELA Reading
Practice Test Two**

Session Two

Directions: Read the passage "The Game of Kings" then answer Numbers 30 through 37.

Passage 4: The Game of Kings

1 Chess, also called "the game of kings," has been played for over 500 years. While the version of chess we play today comes from Europe, it was inspired by an even older game from India.

2 Chess is a two-player game in which one player uses white pieces and the other uses black pieces. Each piece has its own role and moves in its own unique way. For example, the bishop piece can only move diagonally. The queen can move either straight or diagonally, while the knight moves in an unusual L shape. The king can move just one square in any direction.

3 While the king can't move far, he's the most important piece on the chess board. The objective of chess is to capture the other player's king. If a player lands on another player's piece, they get to take it. But once a player lands on the other player's king, the game is over. The player who captures the king wins.

4 Chess involves strategizing and planning, so it exercises the mind. Good chess players must be intelligent and have the ability to think ahead, both skills that are also useful in life.

5 In one version of chess, called blitz chess, players have to think very quickly. In blitz chess, each player is only allowed ten minutes for the whole game. A timer runs while each player makes his or her move. When the player is done, he or she hits the timer. This stops the player's time and starts their opponent's time. If someone runs out of time during blitz chess, they lose the game.

6 Computers, too, can be trained to play chess. Since the 1970s, computers have been programmed to play the "game of kings." At first, they made many mistakes and couldn't play the game as well as humans. In 1997, a computer called Deep Blue became the first computer to beat the world's best chess player. By 2006, a cell phone could beat the best players in the world.

7 Although computers can play chess now, it's still a popular game for people to play face to face. Many people believe that chess is more than just a game. It can build thinking skills and help chess players develop abilities they can use to succeed not just in chess, but in life as well.

Now answer Numbers 30 through 37. Base your answers on the passage "The Game of Kings".

30. Why do some people believe chess is "more than just a game?" Use evidence from the text to support your answer.

31. What is the main idea of this passage?

- Ⓐ In chess, each piece moves in its own unique way.
- Ⓑ Blitz chess requires players to think even more quickly than regular chess.
- Ⓒ Chess is a game that also teaches important thinking skills and life skills.
- Ⓓ The game of chess is hundreds of years old.

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

Part A

With which of the following statements would the author of this passage most likely agree?

- Ⓐ Chess is too difficult for most people to play.
- Ⓑ The rules of chess are complicated and should be simplified.
- Ⓒ The king is the most important player on the board, so he should be allowed to move more than one space.
- Ⓓ More people should play chess to learn to think, plan, and strategize.

Part B

Which piece of evidence from the text best supports your answer in Part A?

- Ⓐ "Chess involves strategizing and planning, so it exercises the mind. Good chess players must be intelligent and have the ability to think ahead, both skills that are also useful in life." (Paragraph 4)
- Ⓑ "Chess, also called "the game of kings," has been played for over 500 years. While the version of chess we play today comes from Europe, it was inspired by an even older game from India." (Paragraph 1)
- Ⓒ "While the king can't move far, he's the most important piece on the chess board. The objective of chess is to capture the other player's king." (Paragraph 3)
- Ⓓ "In blitz chess, each player is only allowed ten minutes for the whole game. A timer runs while each player makes his or her move." (Paragraph 5)

33. Based on the information in the passage, how is blitz chess different from regular chess?
- Ⓐ Players must think strategically.
 - Ⓑ Players must think faster because they are being timed.
 - Ⓒ Each piece moves differently and has its own special role in the game.
 - Ⓓ Blitz chess is a version of chess from India, while regular chess comes from Europe.
34. What does the word objective mean as it is used in the following sentence from the passage?
The objective of chess is to capture the other player's king. (Paragraph 3)
- Ⓐ Not influenced by personal opinions or feelings
 - Ⓑ Goal or purpose
 - Ⓒ Game
 - Ⓓ Best part
35. If the author wanted to add headings to this passage, which of the following headings could the author use?
- Ⓐ Blitz Chess
 - Ⓑ How to Learn Chess
 - Ⓒ Famous Chess Players
 - Ⓓ Best Chess Strategies
36. Select the information that is missing from the sequence below.
- (1) Computers were programmed to play chess.
 - (2) At first, computers played poorly.
 - (3)
 - (4) By 2006, cell phones could beat the world's best players at chess.
- Ⓐ Computers got better at playing chess, but they still weren't as good as humans.
 - Ⓑ A computer beat the world's best chess player for the first time.
 - Ⓒ The world's best chess player beat a computer called Deep Blue.
 - Ⓓ Computers couldn't beat humans at chess because they couldn't keep up with the human mind.
37. Based on the information in the passage, which of the following statements is NOT true about chess?
- Ⓐ It's a two-player game with black pieces and white pieces.
 - Ⓑ It was inspired by a game from India.
 - Ⓒ To win chess, you must capture the other player's king.
 - Ⓓ In chess, each player has only ten minutes for the whole game.

Directions: Read the passage "The Fisherman and His Wife" and answer Numbers 38 through 46.

Passage 5: The Fisherman and His Wife

1 Once upon a time a fisherman who lived with his wife in a little, old shack close by the sea, and every day he went out fishing.

2 One day, he caught a flounder. The flounder said to him, "Please fisherman, let me live! I'm not really a flounder, but an enchanted prince."

3 The fisherman let the magic fish go, and then he went home to his wife in the little, old shack.

4 "Husband," said his wife, "You didn't catch any fish today?"

5 "I did catch a flounder," said the man. "But he said he was really an enchanted prince, so I let him go."

6 "You didn't wish for anything?" said his wife. "It's hard to always live in this disgusting, smelly, old shack.. Go back and call the fish. Tell him we want to have a new hut, he will surely give us that."

7 The man went back to the sea and called to the magic fish. "My wife says I should have made a wish," he told the fish. "She wants a new hut."

8 "Go home," said the flounder. "She has her wish already."

9 When the man went home, a new hut had replaced the dirty, old, shack. His wife showed him how much better the hut was, and they were very happy.

10 About two weeks later, the man's wife decided the hut was too small. This time, his wife wished for a great stone castle. The fish granted her wish again. But she still wasn't satisfied.

11 Next, the wife wished that she and her husband could be king and queen. The flounder obliged the wife again. She was happy, but not for long. No matter what wishes the flounder granted, the wife always wanted more.

12 Finally, she told her husband, "Just tell the fish to give me everything I deserve."

13 The man told the flounder about his wife's wish, and the flounder said, "Go home, her wish has already been granted."

14 When the man returned home, he found his wife crying. The stone castle had been transformed back into a little, old shack.

Now answer Numbers 38 through 46. Base your answers on the passage "The Fisherman and His Wife".

38. At the end of the story, why did the fish turn the stone castle back into a little, old shack? Use evidence from the text to support your answer.

39. From what point of view is this story told?

- A First person
- B Second person
- C Third person
- D None of the above

40. Why did the man let the fish go?

- A He wasn't big enough.
- B The fish said he was really an enchanted prince.
- C The fish didn't look good enough to eat for dinner.
- D He felt bad for the fish.

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

Part A

What life lesson can readers learn from this story?

- A Never ask for anything.
- B Be grateful for what you have.
- C Don't talk to strangers.
- D Be kind to others.

Part B

Which of the following sentences from the story best supports your answer in Part A?

- A "I did catch a flounder," said the man. "But he said he was really an enchanted prince, so I let him go." (Paragraph 5)
- B "When the man went home, a small hut had replaced the dirty, old shack. His wife showed him how much better the hut was, and they were very happy." (Paragraph 9)
- C "No matter what wishes the flounder granted, the wife always wanted more." (Paragraph 11)
- D "Next, the wife wished that she and her husband could be king and queen. The flounder granted her wish again." (Paragraph 11)

42. What does the word transformed mean in this sentence from the passage?
The stone castle had been transformed back into a little, old shack.

- (A) Changed
- (B) Disappeared
- (C) Shrunk
- (D) Built

43. Select the event that correctly completes this sequence of events from the passage.

- (1) The man catches a flounder.
- (2) The man lets go of the flounder, who is an enchanted prince.
- (3) The man's wife tells him to go back and wish for a new hut instead of an old shack, and the fish grants the wish.
- (4) The wife asks for a stone castle, and the fish grants the wish.
- (5) The wife wishes to be king and queen, and the wish is granted.
- (6) ?
- (7) The castle is transformed into a little, old shack again.

- (A) The wife makes the fish angry.
- (B) The husband refuses to keep asking the fish for more wishes.
- (C) The wife decides she was happy with her life before.
- (D) The wife wishes for everything she deserves.

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

Part A

After each wish, what does the man's wife do?

- (A) She immediately asks for another wish.
- (B) She's happy for a while, but then she wants something else.
- (C) She says that she's happy and grateful.
- (D) She says she's angry that the wish isn't exactly how she wanted it.

Part B

Select the sentence from the passage that best supports your answer in Part A.

- (A) "I did catch a flounder," said the man. "But he said he was really an enchanted prince, so I let him go." (Paragraph 5)
- (B) "When the man returned home, he found his wife crying. The stone castle had been transformed back into a little, old shack." (Paragraph 14)
- (C) "She was happy, but not for long. No matter what wishes the flounder granted, the wife always wanted more." (Paragraph 11)
- (D) "Next, the wife wished that she and her husband could be king and queen. The flounder obliged the wife again." (Paragraph 11)

45. What does the word obliged mean as it is used in this sentence from the passage?
Next, the wife wished that she and her husband could be king and queen. The flounder obliged the wife again.

- (A) Felt grateful
- (B) Obeyed the request
- (C) Denied the request
- (D) Agreed with

46. What does Paragraph 1 add to the story?

- (A) It introduces the setting and characters.
- (B) It introduces the conflict.
- (C) It catches the reader's attention.
- (D) It explains that fishing will play a role in the story.

Choose the correct word or phrase to fill in each blank for Numbers 47 through 50. For each blank, fill in the circle before the word or phrase that is correct.

47. What is the adjective in the sentence below?

John and Sarah blew up giant balloons for their sister's party.

- (A) balloons
- (B) sister's
- (C) giant
- (D) party

48. Choose the correct pronoun to agree with the antecedent in the sentence below.

John and Sarah's sister was so excited about _____ party.

- (A) their
- (B) she
- (C) his
- (D) her

49. Which of the following titles is correctly capitalized?

- (A) How the West was Won
- (B) How The West Was Won
- (C) How the West Was Won
- (D) How The West was Won

50. Which of the following sentences uses quotations and commas correctly?

- (A) "I'm hungry," said the boy.
- (B) "I'm hungry", said the boy.
- (C) "I'm hungry, said the boy."
- (D) "I'm hungry" said the boy.

Directions: Read the passage "The Evolution of the Telephone" then answer Numbers 51 through 55.

Passage 6: The Evolution of the Telephone

1 Today, we have pocket-sized cell phones that can be used as calculators, cameras, calendars, mini computers, flashlights, and much more. Even thirty years ago, this would have seemed impossible.

2 The first transmission of the human voice was in 1876. The inventor of the telephone, Alexander Graham Bell, spoke to his assistant over the phone, saying, "Mr. Watson, come here. I want to see you." By 1956, telephones were being used to call people in other countries.

3 The first cell phone call wasn't made until 1973. The caller was Martin Cooper, an employee of the cell phone company Motorola. Mr. Cooper called another phone company to brag about Motorola's achievement.

4 Ten years later, Motorola started selling cell phones to the public. The first cell phone cost \$3,995 and weighed almost two pounds. It took ten hours to charge the cell phone.

5 In Motorola's commercial, they predicted that one day, the sight of people checking their cell phones would be as common as the sight of people checking their watches.

6 Cell phones got smaller, cheaper, and more popular in the 1990's. In 1992, the first text message was sent. It said, "Merry Christmas." In 2000, the first camera phone was released in stores in Japan.

7 Smart phones were introduced in 2007 with Apple's first iPhone. Android was introduced by Google soon after, in 2008. Since then, even more improvements have been made to the smartphone. And it turns out Motorola's prediction was correct: 95% of American adults currently own a cell phone.



Now answer Numbers 51 through 55. Base your answers on the passage "The Evolution of the Telephone".

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

Part A

Why does the author include the information in Paragraph 5?

- (A) To show that Motorola's prediction was incorrect
- (B) To explain how Motorola invented the first commercial cell phone
- (C) Because this prediction eventually came true
- (D) Because it was humorous information that would entertain the reader

Part B

What evidence from the passage supports your answer in Part A?

- Ⓐ "The caller was Martin Cooper, an employee of the cell phone company Motorola. Mr. Cooper called another phone company to brag about Motorola's achievement." (Paragraph 3)
- Ⓑ "Cell phones got smaller, cheaper, and more popular in the 1990's." (Paragraph 6)
- Ⓒ "Smart phones were introduced in 2007 with Apple's first iPhone. Android was introduced by Google soon after, in 2008." (Paragraph 7)
- Ⓓ "And it turns out Motorola's prediction was correct: 95% of American adults currently own a cellphone." (Paragraph 7)

52. How have cell phones changed since the first cell phone was released? Use evidence from the text to support your answer.

53. What information does the picture help readers understand? Use evidence from the text to support your answer.

54. Why does the author include the information in Paragraph 2?

- Ⓐ To show how cell phones began with the telephone, and how much has changed since then.
- Ⓑ To explain that the inventor of the telephone was Alexander Graham Bell.
- Ⓒ To show that a Motorola employee bragged about creating the first cell phone.
- Ⓓ To explain that people in many different countries used the telephone.

55. What is the main idea of the passage?

- Ⓐ The majority of adults now carry a cellphone.
- Ⓑ Telephones and cellphones have changed drastically over time.
- Ⓒ Cell phones can be used as calculators, cameras, calendars, mini computers and flashlights.
- Ⓓ People check their cell phones today as much as they used to check their watches in previous years.

Practice Test Two

Answer Key & Explanations

Session One & Two

FSA ELA Practice Test Two

Answer Explanations

Session One

1. **2nd,3rd and 4th Choices.** The ugly duckling's siblings are prettier, his egg takes much longer to hatch, and he's bigger than his siblings. The beginning of the story shows that one egg (the largest) still hasn't hatched, and the mother is growing tired of sitting on the eggs. When the egg finally does hatch, she declares that the duckling is "large and ugly." Earlier in the story, she also mentioned the beauty of the other ducklings. **(RL.1.1)**
2. **A.** Snug means cozy. The tone of the paragraph, with words like "lovely," "sunny," and "pleasant," makes it clear that the mother's retreat is pleasant and comfortable. **(RL.2.4)**
3. Part A- **C.** Part B- **B.** The mother realizes the duckling is not a turkey when he's able to swim with his siblings. Previously, she said that the duckling might be a turkey, but she would know for sure once she took him swimming. The old duck had told the mother duck that when she hatched turkeys, they weren't able to swim and didn't even want to go in the water. The quote from Paragraph 10 shows that the mother realizes the duckling is not a turkey because of how well he uses his legs and holds himself upright while swimming. **(RL.1.1, RL.1.3)**
4. **D.** The narrator is a third person narrator who is not part of the story. We know this because the narrator never uses the word "I" or "we." **(RL.2.6)**
5. **C.** Paragraph 2 introduces the ugly duckling via his egg, explaining that he is different from his siblings. This information will be important throughout the passage. **(RL.2.5)**
6. **D.** The mother duck is a good mother who loves her children. When the old duck tells her to stop

sitting on the large egg, the mother duck refuses and says she would be willing to sit for a few more days. She talks about how beautiful her ducklings are, and once she realizes that the ugly duckling is indeed her child, she also comments that he isn't so ugly after all. **(RL.1.3, RL.1.1)**

7. **B.** Mother duck begins to think that the ugly duckling might be a turkey after he hatches. She says that it is very large, ugly, and doesn't look like the other ducklings. **(RL.1.1)**

8. **D.** The mother duck is getting tired of sitting on the eggs for so long. She questions when the large egg will finally hatch because she is tiring of sitting on the eggs. The text does not specify that she is uncomfortable or bored, and she doesn't seem to enjoy it. **(RL.1.3)**

9. **B.** Fidgety means unable to sit still. At the beginning of the poem, Philip's father tells him to try sitting still for once, but Philip is unable to do so. He eventually starts rocking his chair back and forth, causing the chair to fall. Philip desperately makes a grab at the tablecloth, but he ends up just pulling the tablecloth down on top of himself, all because he is fidgety. **(RL.2.4)**

10. **A.** This poem contains three stanzas. **(RL.2.5)**

11. **C.** Papa and Mamma can't eat dinner because Philip has pulled down the tablecloth, along with the contents of the table: dishes, food, plates, cups, silverware, etc. **(RL.1.1, RL.2.5)**

12. **C.** Philip's chair starts to fall, and Philip screams. This is what causes Philip to grab the tablecloth, resulting in a ruined dinner. **(RL.1.2)**

13. Part A- **D.** The poem teaches the lesson that children should listen to their parents. Part B - **2nd, 3rd and 4th Choices.** Philip's father urges him to sit still and not fidget at the table (3rd Choice). He is reminded again later in the poem, but he doesn't

listen to his parents (4th Choice).

As a result, his chair falls backward, causing Philip to scream, and he pulls the entire tablecloth and contents of the table on top of himself. This shows that there are consequences for actions, and these consequences could have been avoided had Philip listened to his parents (2nd Choice). **(RL.1.2)**

14. **A.** The second stanza shows the consequences of Philip's actions. He has been disobeying his parents and fidgeting, but in the second stanza he screams as his chair begins to fall. He ends up pulling down the tablecloth and the contents of his table on top of himself. The conflict is further developed in this stanza, but it is first introduced at the very start of the poem. **(RL.2.5)**

15. **A.** Philip's behavior does not change over the course of the poem. He fidgets from beginning to end. It's possible that his behavior may change now that he has experienced consequences, but there's no evidence to suggest this. **(RL.1.3)**

16. Philip's Papa and Mama don't like the fidgeting. There is substantial evidence in the text. At the beginning of the poem, Philip's father tells him not to fidget for once, and Mamma looks "grave." When Philip continues to fidget anyway, one of his parents says, "Philip, I am getting cross!" When he pulls the tablecloth down, Mamma frets and frowns and Papa makes "such a face." At the end of the poem, "poor Papa" and "poor Mamma" look "quite cross." An example of an appropriate student response may state: Philip's Papa and Mama don't like the fidgeting. I know this because Philip's Papa asks him not to fidget at the beginning of the poem. I also know this because Mama and Papa look cross at the end of the poem. **(RL.1.1, RL.1.3)**

17. **C.** The telegraph line allowed people to send messages instantly, instead of the ten days required to deliver mail through the Pony Express. Two days after the telegraph line opened, the Pony Express closed. **(RI.1.3)**

18. The Pony Express had an organized system in place. There were 184 stations set up along the trail leading from the West to the East. These stations were about ten miles apart, the distance a horse can gallop without getting tired. At each station, the riders got new horses. The riders were also allowed to rest at their home stations, which were every 75-100 miles along the trail. At the home station, a new rider would take over the package. The mail never stopped moving, even while the horses and riders rested, so packages could be delivered quickly. An example of an appropriate student

response may state: The Pony Express was able to deliver messages so quickly because there were 184 stations set up every 10 miles. At each station, the riders and horses were able to rest. While one rider was resting, the mail would continue moving with a new rider. The mail never stopped moving. **(RI.1.1)**

19. **D.** Under this heading, readers can find information about how far the riders had to travel each day. The section explains that most of the riders were light, fast teenagers who were in shape enough to travel at least 100 miles per day. **(RI.2.5)**

20. Part A- **A.** The author seems to have a positive view of the Pony Express, and choice A is the only answer that shows a favorable opinion of the Pony Express. Part B- **B.** In Part B, the answer choice in Part A is best supported by the quote about the legendary bravery of the Pony Express riders. **(RI.2.6, RI.1.1)**

21. **A.** It would be most logical for this information to appear in the section titled Pony Express Riders, since this information relates directly to the riders and how much they were paid. **(RI.2.5)**

22. **C.** This is the only choice that covers the overall idea of the passage. The other options are too specific, covering only small pieces of the passage. This passage is about the fact that communication was previously far more complicated than it is today, and the Pony Express was one interesting and impressive way that this problem was solved. **(RI.1.2)**

23. **C.** Profit means to make money. People traveled to the West in hopes of striking it rich with the California Gold Rush. The gold had already been discovered, and they didn't only want to enjoy or benefit from the gold. Specifically, people hoped to make money. **(RI.2.4)**

24. **D.** The riders had to be light and fast, so most of them were teenagers who weighed under 125 pounds. **(RI.1.1)**

25. **D.** The students have just finished finding their seats when the teacher asks them each to say their name aloud, so "after" is the correct choice. **(L.1.1)**

26. **A.** *Snow White and the Seven Dwarves* is correctly capitalized. Articles (like "the") are lower case in titles, and so are conjunctions of four or fewer letters (like "and"). Nouns and adjectives, on the other hand, are capitalized. **(L.1.2)**

27. **C.** "Taller" is the correct comparative form of the adjective "tall." This is used when comparing two nouns. "More tall" is grammatically incorrect,

and “tallest” is a superlative adjective. **(L.1.1)**

28. **D.** “Hungry” is an adjective that describes the zebra (a noun). Zoo is also a noun, while devoured is a verb. **(L.1.1)**

29. **A.** The quotation marks are correctly around only the dialogue, and there is a comma before the quotation marks are closed. **(L.1.2)**

Session Two

30. Some people believe chess is more than a game because it teaches people skills that they can use to succeed in life. These skills include planning, strategizing, and thinking ahead. The text says that good chess players must be intelligent, and playing chess exercises the mind. An example of an appropriate student response may state: Some people believe chess is more than a game because it can build important life skills. For example, chess can help players build thinking and planning skills. Chess also exercises the mind. **(RI.1.1)**

31. **C.** Chess is a game that also teaches important thinking skills and life skills. While each of the other points are mentioned in the text, they are only supporting details. They are too specific to be the main idea of the text. **(RI.1.2)**

32. Part A- **D.** Part B- **A.** The author seems to have a favorable opinion of chess and believe that it can benefit chess players by teaching helpful life skills. For this reason, it’s likely that the author would encourage more people to play chess. The author probably wouldn’t criticize chess by saying it’s too difficult or that the rules should be changed. Answer choice A is a quote that shows the author thinks playing chess is beneficial. **(RI.2.6)**

33. **B.** Players are timed in blitz chess, so they must think faster. The passage mentions that players only have 10 minutes of total playing time in blitz chess, and they lose the game if they exceed their time. **(RI.1.1)**

34. **B.** Objective means goal or purpose. The overall goal of chess is to capture the opponent’s king. Readers can infer this information based on the fact that the game is over once the king has been captured, and the player who captures the king wins. **(RI.2.4)**

35. **A.** The author could use a heading for the information about blitz chess. The passage doesn’t explain how to learn chess, it doesn’t go into detail about famous chess players, and there’s no mention

of the best strategies to use in chess. **(RI.2.5)**

36. **B.** A computer, which was called Deep Blue, beat the world’s best chess player for the first time. **(RI.1.3)**

37. **D.** Each player has only ten minutes for the whole game only in blitz chess. Regular chess is untimed. **(RI.1.1)**

38. Answers may vary slightly. The wife wasn’t satisfied no matter how many wishes the fish granted. Finally, she asked for the fish to “give her what she deserves.” The fish turned the castle back into a little, old hut, showing the pig-sty is all the wife deserves because she has been selfish, greedy, and ungrateful. **(RL.1.1, RL.1.3, RL.12.5)**

39. **C.** This story is told from the third person point of view. The narrator is an outside observer who uses words like “he” and “she” instead of “I.” **(RL.2.6)**

40. **B.** The fish told the man that he was really an enchanted prince, so the man agreed to let him go. **(RL.1.1)**

41. Part A- **B.** This story teaches the lesson that we should be grateful for what we have. No matter what the magic fish gave to the wife, she was never happy and always wanted more. At the end of the story, the wife asked the fish to give her everything she deserves, so he gave her the pig-sty again. Because the wife couldn’t be grateful and appreciate what she had, the fish thought she deserved nothing more. Part B- **C.** This quote best supports the answer to Part A because it shows that the wife was ungrateful and couldn’t be satisfied. The other answer choices do not support the lesson that we should be grateful for what we have. **(RL.1.1, RL.1.2)**

42. **A.** The stone castle has *changed* back into a little, old shack. **(RL.2.4)**

43. **D.** After the wife’s wish to be king and queen is granted, she’s happy for a while. But she then wishes for the fish to give her everything she deserves. After she makes the wish, the stone castle is transformed back into a little, old shack. There is no evidence in the story that the fish became angry after the wife wishes to be queen. **(RL.1.2)**

44. Part A- **B.** The wife is happy with each wish at first, but soon she thinks of a bigger or better wish that she wants instead. Part B- **C.** This quote indicates that the wife is only temporarily satisfied each time a wish is granted. **(RL.1.1)**

45. **B.** The fish obeyed the wife’s request. The context clue in this sentence is the word “again.”

Based on the fact that the fish has obeyed all the wife's requests so far (by granting each wish), students can assume that "obliged" means to obey a request. **(RL.2.4)**

46. **A.** The first paragraph of the story introduces the setting, explaining that the man and his wife live in a shack close to the sea. It also briefly introduces the characters. We learn a little bit about the man's character, as the paragraph explains he goes fishing every day. **(RL.2.5)**

47. **C.** An adjective describes a noun, and "giant" describes the word "balloons" in this sentence. **(L.1.1)**

48. **D.** "Her" agrees with the antecedent "John and Sarah's sister." **(L.1.1)**

49. **C.** All words in a title must be capitalized EXCEPT articles (like "the"), coordinating conjunctions, prepositions, and "to" in an infinitive. In this title, everything must be capitalized except "the." "Was" is a verb that must be capitalized despite its short length. **(L.1.2)**

50. **A.** This option correctly places the comma before the quotation marks and closes the quotation marks once the dialogue in the sentence is complete. **(L.1.2)**

51. Part A- **C.** The author included this information because, interestingly, Motorola's prediction turned out to be correct. Part B- **D.** The last sentence of the text indicates that 95% of adult Americans use cell phones, meaning Motorola's prediction that cell phones would become extremely common was true. **(RI.1.3)**

52. Answers may vary slightly. Cell phones have gotten smaller, cheaper, and more popular. This information is provided in the text in Paragraph 6. The first cell phone cost \$3,995 and weighed almost two pounds. 95% of adult Americans now own cell phones. Students may also mention that cell phones charge much more quickly now. The first cell phone took ten hours to charge. Cell phones can send text messages now (the first text was sent in 1992) and can take pictures (the first camera phone was released in 2000). **(RI.1.3, RI.1.1)**

53. The picture helps readers understand what the first cell phone looked like and how different it is from the modern cell phone. The text mentions that the cell phone weighed almost two pounds, but it's easier for readers to visualize how big the phone was when looking at the images. One of the images also places the first cell phone side by side with

a modern phone, which emphasizes the way cell phones have changed over the years. **(RI.3.7)**

54. **A.** The paragraph is included to show how cell phones began with the telephone, and how much has changed since then. Following paragraph 2, the author discusses the first cell phone as well as describes the sequences of events that led to the modern cell phone. For example, the author talks about how phone calls could be made to other countries beginning in 1956, the first cell phone call was made in 1973, cell phones were sold to the public beginning in 1983, and so on. **(RI.3.8, RI.1.3)**

55. **B.** The main idea of Passage 7 is that telephone and cell phones have changed drastically over time. The passage starts with the telephone and the first transmission of the human voice, then talks about the first cell phone, which weighed almost two pounds, then mentions the development of text messages, camera phones, smartphones, etc. The passage shows the evolution of the telephone over time. Choice C and A are mentioned in the passage, but C is just a descriptions of a modern cell phone and A is only one detail. There is no evidence for D in the passage. **(RI.1.2)**