



## **Grade 5**

### FAST ELA Reading

### Sample Test Materials

The purpose of these sample test materials is to orient teachers and students to the types of paper-based FAST ELA Reading questions. 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 sample items 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 sample test materials are not intended to guide classroom instruction.

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Read the passages “Fannie Farmer: Mother of Level Measurements” and “from *The Boston Cooking-School Cook Book*” and then answer Numbers 1 through 8.

## Passage 1: Fannie Farmer: Mother of Level Measurements

by Mary Morton Cowan

- 1 Chefs and cooks today follow tested recipes. But until a Boston cooking teacher insisted on measuring ingredients precisely, cooking instructions often were full of guesswork.
- 2 Fannie Merritt Farmer was born in Boston, Massachusetts, on March 23, 1857. She was the eldest of four girls. . . .
- 3 While teaching the neighbors’ young daughter to cook, Farmer realized that her instructions to use a “pinch” of this or a “lump” of that were not terribly helpful. She thought cooking would be easier if ingredients were measured accurately. Precise measurements also would make the results more consistent.
- 4 When Farmer was 30 years old, she entered Boston Cooking School. The school had been founded in 1879. It taught people how to be professional cooks and offered cooking guidance for housewives. Farmer was an exceptional student. The school hired her as assistant director immediately upon graduation in 1889. She became principal two years later.
- 5 While studying there, Farmer undoubtedly used a cookbook written by Mrs. D.A. (Mary) Lincoln in 1884. Lincoln was the school’s first principal. Her cookbook was the first book to list ingredients at the start of a recipe. It also addressed measurements in cooking. Lincoln wrote that good cooks “measure by judgment and experience.”
- 6 Farmer wrote a similar cookbook, but in it she stated, “Correct measurements are absolutely necessary to [ensure] the best results.” Measuring cups and spoons had recently become available. Farmer gave exact measurements and included detailed instructions. She left nothing to chance. To measure one cupful of a dry ingredient, she wrote: “Put in the ingredient by spoonfuls or from a scoop, round slightly, and level with a . . . knife, care being taken not to shake the cup.”

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- 7 Farmer’s cookbook, *The Boston Cooking-School Cook Book*, had 39 chapters. It featured hundreds of well-tested recipes. It also offered housekeeping instructions and advice on what to cook for sick people and **convalescents**. It included tables of weights and measures and cooking times. It provided nutritional information and more.
- 8 In 1896, Farmer took her 700-page book to Little, Brown and Company, a Boston publisher. Little, Brown wasn’t convinced it would sell well, but Farmer wouldn’t give up. She offered to pay printing costs for 3,000 copies, and Little, Brown agreed to publish it. Farmer kept the copyright. Sales took off. Little, Brown reprinted it twice within a year, then again and again in following years. Farmer’s revised edition, published in 1905, sold more than 400,000 copies. It was the best-selling cookbook of its time. And the cooking school became famous.
- 9 After teaching at Boston Cooking School for 11 years, Farmer started her own school, Miss Farmer’s School of Cookery. She offered her classes to homemakers rather than professionals. Her school also developed cooking for sick . . . people. She knew that food affected health, and she was determined to share scientific knowledge about what to eat.
- 10 In 1904, Farmer published what she considered her most important cookbook, *Food and Cookery for the Sick and Convalescent*. The book included information about the digestive system. It made recommendations for special diets and for specific diseases such as diabetes. Farmer taught a course on the subject at Harvard Medical School, the first woman **lecturer** to do so.
- 11 Although Farmer never allowed her face to appear in her books, she often appeared in public, usually dressed in white. She led weekly demonstrations, both for homemakers and for professional cooks.
- 12 She delivered lectures to nurses, women’s clubs, and **dieticians**. Notices of her lectures were printed in newspapers throughout the country. Despite health issues, she traveled to more than 30 U.S. cities promoting her concept of accurate measurements. She was often called the “Mother of Level Measurements.” . . .
- 13 Many cookbooks still are published by the Fanny Farmer Cookbook Corporation—reprints of Farmer’s original cookbook, a large print edition, a Junior Cookbook, a Baking Book, and more.

- 14 *The New York Times* wrote that Fannie Farmer “brought a scientific approach to cooking, taught countless women marketable skills, and wrote a cookbook that defined American food for the 20th century.” Fanny Merritt Farmer was a well-loved educator, author, and cooking expert. Most of all, she was the “Mother of Level Measurements.”

### Glossary

convalescents: people who are recovering from an illness or injury

lecturer: teacher at a university or college

dieticians: experts in the field of food or nutrition

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## Passage 2: from *The Boston Cooking-School Cook Book*

by Fannie Merritt Farmer

*In her famous cookbook, author Fannie Merritt Farmer describes the importance of bread and advice for making bread.*

### Bread and Bread Making

- 15 Bread is the most important article of food. . . . Many processes have been employed in making and baking; and as a result, from the first flat cake has come the perfect loaf. The study of bread making is of no slight importance, and deserves more attention than it receives.
- 16 Considering its great value, it seems unnecessary and wrong to find poor bread on the table; and would that our standard might be raised as high as that of our friends across the water! Who does not appreciate the loaf produced by the French baker, who has worked months to learn the art of bread making?

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- 17 Bread is made from flour of wheat, or other cereals, by addition of water, salt, and a **ferment**. Wheat flour is best adapted for bread making, as it contains gluten in the right proportion to make the spongy loaf. But for its slight deficiency in fat, wheat bread is a perfect food; hence arose the custom of spreading it with butter. . . .
- 18 In buying flour, whether bread or pastry, select the best kept by your grocer. . . . Bread flour should be used in all cases where yeast is called for, with few exceptions; in other cases, pastry flour. The difference between bread and pastry flour may be readily determined. Take bread flour in the hand, close hand tightly, then open, and flour will not keep in shape; if allowed to pass through fingers it will feel slightly **granular**. Take pastry flour in the hand; close hand tightly, open, and flour will be in shape, having impression of the lines of the hand, and feeling soft and velvety to touch. Flour should always be sifted before measuring.

### Glossary

ferment: a substance that causes bread to rise

granular: rough or gritty

Excerpt from *The Boston Cooking-School Cook Book* by Fannie Merritt Farmer. Courtesy of the Smithsonian Libraries. In the public domain.

**Now answer Numbers 1 through 8. Base your answers on the passages “Fannie Farmer: Mother of Level Measurements” and “from *The Boston Cooking-School Cook Book*.”**

1. How does the author develop the purpose of Passage 1?
- Ⓐ by describing the life story of an inspiring cook
  - Ⓑ by describing how Boston Cooking School began
  - Ⓒ by describing the history of American cookbooks
  - Ⓓ by describing how cooking has changed over time

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2. Read this sentence from paragraph 3 of Passage 1.

“While teaching the neighbors’ young daughter to cook, Farmer realized that her instructions to use a ‘pinch’ of this or a ‘lump’ of that were not terribly helpful.”

How do the terms “pinch” and “lump” support the claim that recipes rely on attention to detail?

- Ⓐ They prove how rewarding it is to follow cooking recipes.
- Ⓑ They suggest that cooks must be trained at cooking schools.
- Ⓒ They show that cooks must rush to cook food when using a recipe.
- Ⓓ They provide examples of measurements that require cooks to guess.

3. Select **two** sentences that are important to include in a summary of Passage 1.

- Ⓐ Fannie Farmer was born on March 23 in Massachusetts.
- Ⓑ Fannie Farmer attended Boston Cooking School at the age of 30.
- Ⓒ Fannie Farmer was one of the most important cooks in American history.
- Ⓓ *The New York Times* wrote an article about the way Fannie Farmer cooked.
- Ⓔ *The Boston Cooking-School Cook Book* was published by Fannie Farmer in the late 1800s.

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4. Select **two** details from Passage 2 that support the central idea that bread is often overlooked as a food.
- Ⓐ “. . . and as a result, from the first flat cake has come the perfect loaf.” (paragraph 15)
  - Ⓑ “The study of bread making is of no slight importance, and deserves more attention than it receives.” (paragraph 15)
  - Ⓒ “Considering its great value, it seems unnecessary and wrong to find poor bread on the table . . .” (paragraph 16)
  - Ⓓ “Who does not appreciate the loaf produced by the French baker, who has worked months to learn the art of bread making?” (paragraph 16)
  - Ⓔ “Bread is made from flour of wheat, or other cereals . . .” (paragraph 17)

5. Read this sentence from Passage 2.

“Take pastry flour in the hand; close hand tightly, open, and flour will be in shape, having impression of the lines of the hand, and feeling soft and velvety to touch.” (paragraph 18)

What does the word “velvety” in this sentence explain about the flour?

- Ⓐ It is stiff.
- Ⓑ It is sticky.
- Ⓒ It is flexible.
- Ⓓ It is smooth.

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6. In Passage 2, how does the structure of paragraph 18 affect the meaning of the passage?
- Ⓐ The chronological structure lists the steps to prepare flour for baking bread.
  - Ⓑ The cause-and-effect structure demonstrates why baked bread uses yeast to rise.
  - Ⓒ The compare-and-contrast structure explains which flour to use when baking bread.
  - Ⓓ The problem-and-solution structure tells how to bake a loaf of bread from a set of ingredients.

7. How are Passage 1 and Passage 2 similar?

- Ⓐ Both passages come from one of Fannie Farmer's cookbooks.
- Ⓑ Both passages describe important events in Fannie Farmer's career.
- Ⓒ Both passages show that Fannie Farmer was passionate about food.
- Ⓓ Both passages explain how Fannie Farmer prepared food to help people.

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8. Fill in the bubbles to show whether each detail is found in Passage 1, Passage 2, or both passages.

	<b>Passage 1</b>	<b>Passage 2</b>	<b>Both Passages</b>
<b>shows how Fannie Farmer wrote instructions for a recipe</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
<b>explains what Fannie Farmer thought about how to prepare foods</b>	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
<b>describes how Fannie Farmer was trained to cook and how it affected her</b>	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

Read the passage “The Clever Rooster” and then answer Numbers 9 through 15.

## The Clever Rooster

by Marileta Robinson

*This story takes place in Togo, West Africa, where the people speak the Ewe language.*

- 1 One day a clever rooster was pecking in the road for his breakfast when he found a watch—a gold, ticking pocket watch. Now what good would a pocket watch be to a rooster? Roosters don’t have pockets. And they already know exactly what time to crow to wake the sun.
- 2 “Ah, but with a watch,” thought this clever rooster, “I will be able to tell the time not just at sunrise, but every hour. I will be the most important rooster in the village!”
- 3 The rooster found a piece of string, and after many unsuccessful tries, he managed to hang the watch around his neck. He even managed to wind the watch so that it would keep ticking. And because he was such a clever rooster, it didn’t take him long to learn to read the hours, although he did have trouble with half-hours and quarter-hours.
- 4 From then on, from sunrise to sunset, the rooster proudly strutted around his yard, crowing the hour. All would have gone well, perhaps, if the rooster hadn’t lived next door to Mr. Agbele.
- 5 Mr. Agbele was a quiet, serious man who spent his hours studying. He had always liked to hear the rooster crow at daybreak because then he knew it was time to get up and read his beloved books. But when the rooster began trumpeting the time hour after hour, Mr. Agbele was distressed. He couldn’t concentrate on his reading—he couldn’t even think. His life was being ruined by the rooster’s watch.
- 6 After a few days, Mr. Agbele decided to talk to the rooster. “Surely such a clever rooster will listen to reason,” he thought. The next time he heard the rooster shout, “*Efo deka!*” (“It’s one o’clock!”), Mr. Agbele stuck his head out of his window and called, “Friend Rooster!”
- 7 “What is it, Friend Man?” said the rooster.
- 8 “I have noticed that you are behaving in a most unusual way,” said Mr. Agbele. “All the other roosters in the village, I believe, crow only at daybreak. You crow every hour on the hour. Surely it would be better if you behaved in a more roosterly way.”

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- 9        The rooster puffed out his chest feathers and replied, "The other roosters crow only at daybreak because they do not have watches. Since I have a watch, it is my duty to tell the time the rest of the day. Good day, Friend Man."
- 10        But Mr. Agbele did not intend to give up so easily. The next day when the rooster marched by and announced loudly, "*Efo eve!*" ("It's two o'clock!"), Mr. Agbele again called, "Friend Rooster!"
- 11        "What is it, Friend Man?" answered the rooster. "Please don't ask me to give up my watch. Everyone depends on me to announce the time."
- 12        "I merely wanted to suggest that you announce the time on the other side of the village," said Mr. Agbele. "You see, when I am studying my books, I have no need to know the hour. I know it is time to eat when my stomach growls. I fall asleep with the setting of the sun. So perhaps you could use your wonderful gift elsewhere."
- 13        The rooster clucked impatiently and said, "How selfish you are! Perhaps you do not appreciate the service I perform, but I assure you that your neighbors do. Good day, Friend Man."
- 14        Poor Mr. Agbele didn't know what to do. He tried stuffing cotton in his ears, he tried wrapping his head in cloth, he tried closing all the shutters in his house. Nothing could keep out the blaring of the rooster's hourly announcements.
- 15        Finally, Mr. Agbele could stand it no longer. One afternoon, just when he was puzzling over a particularly difficult passage in one of his books, the rooster's "*Efo eto!*" ("It's three o'clock!") scattered his thoughts like leaves in the wind.
- 16        "Friend Rooster!" he shouted angrily through the window. "I have read that time flies when a person is enjoying himself. Thanks to you, for me time crawls like a worm, like a snail! I am truly at my wits' end!"
- 17        But the rooster heard only Mr. Agbele's first few words. *Time flies!* "Of course!" thought the rooster. "Why didn't I think of it sooner? Every hour, I will fly over the whole village announcing the time. Soon everyone in the village will know what a clever rooster I am! What a marvelous plan!"
- 18        At four o'clock, the rooster flapped his wings furiously and launched himself into the air. "*Efo en—*" he crowed.

- 19        Unfortunately, the rooster had forgotten two things—one, that he had the habit of throwing back his head and closing his eyes when he crowed, and two, that roosters, as a rule, do not fly very high, especially when wearing heavy pocket watches. So just as he began to crow, head back and eyes closed, the large baobab tree in Mr. Agbele’s yard jumped right in his path. They collided with an awful confusion of feathers, squawks, and broken branches. Then down fell the rooster with a thud.
- 20        Mr. Agbele rushed out and found him lying in the dust, the breath knocked out of him, pieces of the shattered watch on every side.
- 21        Gently Mr. Agbele took the rooster inside. He spent a week feeding the poor bird corn broth and bathing his head with a cool towel until he was well again.
- 22        After that, the rooster still crowed at daybreak to wake Mr. Agbele. The rest of the day he marched back and forth, asking, “*Ga nene efo? Ga nene efo?*” of everyone he met. Mr. Agbele became so accustomed to the question that he hardly heard it.
- 23        But to this day, descendants of the rooster remember their clever ancestor, and they still ask, “*Ga nene efo?*” “What time is it?”

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**Now answer Numbers 9 through 15. Base your answers on the passage “The Clever Rooster.”**

9. How does the setting of West Africa add to the plot of the passage?
- Ⓐ It shows why Mr. Agbele needs quiet.
  - Ⓑ It explains why the rooster loves the watch.
  - Ⓒ It explains why the rooster uses certain words.
  - Ⓓ It shows why Mr. Agbele wants to get up at dawn.

**10.** Select **two** ways in which the perspective of Mr. Agbele is developed by the author.

- Ⓐ Mr. Agbele convinces the rooster to listen to him, which shows that he is a talented speaker.
- Ⓑ Mr. Agbele suggests that the rooster move locations, which shows that he dislikes the other villagers.
- Ⓒ Mr. Agbele becomes angry only after he is disturbed many times by the rooster, which shows that he is patient.
- Ⓓ Mr. Agbele refuses to give up when the rooster ignores him, which shows that he wants to always be the winner.
- Ⓔ Mr. Agbele spends time studying and finds the rooster distracting, which shows that he is serious about learning.

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**11.** Read this excerpt from the passage.

“I have read that time flies when a person is enjoying himself. Thanks to you, for me time crawls like a worm, like a snail! I am truly at my wits’ end!” (paragraph 16)

What effect does the phrase “time crawls like a worm, like a snail” have on the passage?

- Ⓐ It stresses how much Mr. Agbele loves the rooster for signaling each hour.
- Ⓑ It shows that Mr. Agbele thinks that the rooster is a bad friend for ignoring his advice.
- Ⓒ It shows that Mr. Agbele wishes that the rooster would help the day go by more slowly.
- Ⓓ It stresses how upset Mr. Agbele is because the rooster is always interrupting his studying.

**12.** Read this excerpt from the passage.

“They collided with an awful confusion of feathers, squawks, and broken branches.” (paragraph 19)

What does collided mean?

- Ⓐ called
- Ⓑ caught
- Ⓒ crashed
- Ⓓ crunched

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**13.** How does giving the rooster human features move the plot forward?

- Ⓐ The rooster's talks with Mr. Agbele lead the rooster to do something careless.
- Ⓑ The rooster's cleverness makes Mr. Agbele expect to hear from him all day long.
- Ⓒ The rooster's skill to work a watch makes him want to give watches to all the roosters.
- Ⓓ The rooster's decision to help the people in the village leads the rooster to leave his home.

**14.** Read this sentence from the passage.

“Mr. Agbele became so accustomed to the question that he hardly heard it.” (paragraph 22)

What does the phrase accustomed to mean as it is used in this sentence?

- Ⓐ familiar with
- Ⓑ hardened by
- Ⓒ inclined by
- Ⓓ upset with

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

### **Part A**

What is a theme in the passage?

- Ⓐ One should always help those in need.
- Ⓑ New skills should be shared with others.
- Ⓒ It is better to live quietly than to be the center of attention.
- Ⓓ True friendship means agreeing with each other at all times.

### **Part B**

Which quotation from the passage supports the answer in Part A?

- Ⓐ "But when the rooster began trumpeting the time hour after hour, Mr. Agbele was distressed. . . . His life was being ruined by the rooster's watch." (paragraph 5)
- Ⓑ "'The other roosters crow only at daybreak because they do not have watches. Since I have a watch, it is my duty to tell the time the rest of the day.'" (paragraph 9)
- Ⓒ "The rooster clucked impatiently and said . . . 'Perhaps you do not appreciate the service I perform, but I assure you that your neighbors do.'" (paragraph 13)
- Ⓓ "Gently Mr. Agbele took the rooster inside. He spent a week feeding the poor bird corn broth and bathing his head with a cool towel until he was well again." (paragraph 21)



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