



# **Grade 4**

## FAST ELA Reading

### Sample Test Materials

### Answer Key

The Grade 4 FAST ELA Reading Sample Test Materials Answer Key provides the correct response(s) for each item on the sample 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.

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## Passage 1: George Crum

by Jim Whiting

- 1 Sometimes in restaurants people send their food back to the kitchen. They may say it's too raw or cooked too much. Perhaps they don't like the seasoning. Restaurants want to keep their customers happy. Almost always they fulfill the request and provide the diner with something that is more to his or her liking.
- 2 That wasn't quite the case at the Moon Lake Lodge restaurant in Saratoga Springs, New York, one day in 1853. A diner had ordered what were known as "potatoes in the French manner." They had been introduced in this country more than half a century earlier. Thomas Jefferson, who became the third United States president in 1801, had been the American ambassador to France after the Revolutionary War. He liked French cooking. When he returned home, he brought many recipes with him.
- 3 The recipe for "potatoes in the French manner" was one of them. The instructions called for the potatoes to be sliced into thick wedges. That way they could be eaten with a fork. Many people thought it was bad manners to eat with their fingers. This was especially true of the patrons of the Moon Lake Lodge. Nearly all were very wealthy.
- 4 On this occasion, the diner said the potatoes were too thick. They weren't crunchy enough to suit his taste. He wanted them to be sliced a little bit thinner.
- 5 It took a certain amount of courage to send food back to the kitchen at the Moon Lake Lodge. George Crum, the chef, had a reputation for being bad-tempered. . . .
- 6 Crum may have grumbled, but he complied with the request. He took out a new batch of potatoes and sliced them a little thinner than he usually did. But the diner still wasn't satisfied. Again he sent them back.
- 7 It must have seemed like a personal insult to Crum. He decided to get revenge. He sliced the potatoes as thin as he possibly could. Then he fried them in grease. They were now so crisp that they couldn't be eaten with a fork. Crum probably chuckled to himself as the waiter picked up this new batch and took it to the customer.

- 8 His plan backfired. Apparently the diner didn't mind using his fingers. He ate Crum's offering and thought it was delicious. He wasn't the only one. Other customers saw how much the diner had enjoyed this new way of preparing potatoes. They quickly ordered the same thing. Word soon spread. Within a short time, "Saratoga Chips"—or "potato crunches" as Crum himself called his creation—became very popular in the region.
- 9 Several decades later, the entire country would become very fond of what Crum had introduced simply as a way of getting even. By then Crum's potatoes had become known as potato chips. Today they are one of the best-selling foods in the United States.

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## Passage 2: What's the Real Story Behind Potato Chips?

by Nellie Mayhouse

- 10 Sometimes, mistakes can be very good things. Chocolate chip cookies were created by accident. Popsicles were created by chance too! They are now both popular treats. Salty snacks can also take us by surprise. For example, who put the crunch in the potato chip? The answer might depend on whom you ask.

### Legend Has It

- 11 One story explains that a man named George Crum invented the first potato chip. He was a chef at a New York restaurant. In 1853, it is said that a wealthy customer—possibly Cornelius Vanderbilt, the railroad billionaire—came to the restaurant and ordered fried potatoes.
- 12 The person was unhappy with the potatoes he had been served and sent them back to the kitchen. He insisted that the chef (Crum) remake the dish. Crum was known as a bit of a hothead and decided to teach the customer a lesson. He sliced the potatoes as thin as he could and stuck them in the fryer. Pleased with his plan, Crum sent the greasy creation to the table. Unfortunately for him, but fortunately for us, Crum got word that the customer absolutely loved the crisp dish. These over-fried bits would go on to be known as potato chips.

**Fact or Fiction?**

- 13 As with every legend, there are many different sides to the same story. George Crum had a sister named Katherine who also worked at the Moon Lake Lodge restaurant. Some people believe that it was actually Katherine who dropped a slice of potato into the pot of hot fat and fished it out. She was, therefore, the creator of the first potato chip.
- 14 Another possibility comes from across the pond in England. A doctor named William Kitchiner wrote a cookbook way back in 1817 called *The Cook's Oracle*. Within that cookbook is a recipe for "Potatoes Fried in Slices or Shavings." It tells the home chef to slice the potatoes about a quarter-inch thick and to fry them in lard or oil until they are crisp.

**Popular as Ever**

- 15 Today, the potato chip industry is worth over a whopping \$31 billion! That's a lot of money, and a lot of chips. Potato chips can come in many different styles and flavors. They can be found at grocery stores all around the world. While questions remain over the true creator of the potato chip, the chips themselves are unquestionably loved by people all over the world.

"What's the Real Story Behind Potato Chips?" by Nellie Mayhouse. Written for educational purposes.

## FAST ELA Reading Sample Items Answer Key

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

### Part A

In Passage 1, what was a result of the creation of Crum's new potato dish?

- Ⓐ He made cooking with grease more popular.
- Ⓑ He figured out a new way to slice vegetables.
- Ⓒ He changed what people thought were good manners.
- Ⓓ He created recipes that mixed food from two different countries.

### Part B

Which detail supports the answer in Part A?

- Ⓐ "They had been introduced in this country more than half a century earlier." (paragraph 2)
- Ⓑ "That way they could be eaten with a fork." (paragraph 3)
- Ⓒ "He wanted them to be sliced a little bit thinner." (paragraph 4)
- Ⓓ "Apparently the diner didn't mind using his fingers." (paragraph 8)

### Part A

*Option C: This answer is correct. By creating potatoes that could not be eaten with a fork, Crum changed what wealthy diners felt were good manners in order to eat potato chips.*

### Part B

*Option D: This answer is correct. This sentence supports the idea that Crum made people change their view of good manners by eating with their hands.*

## FAST ELA Reading Sample Items Answer Key

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2. Read these sentences from Passage 1.

“They quickly ordered the same thing. Word soon spread. Within a short time, ‘Saratoga Chips’—or ‘potato crunches’ as Crum himself called his creation—became very popular in the region.” (paragraph 8)

What does the phrase word soon spread mean as it is used in this paragraph?

- Ⓐ People started to share the chips.
- Ⓑ People began cooking more chips.
- People began talking about the snack.
- Ⓓ People started to make money on the snack.

***Option C: This answer is correct.** People began talking about how good the potato chips were, which allowed many people to know about them.*



## FAST ELA Reading Sample Items Answer Key

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3. Which detail in Passage 1 supports the author's claim that restaurants want to keep their customers happy?
- Ⓐ Crum sliced each potato carefully.
  - Crum made the potato dish twice.
  - Ⓒ Crum fried the potatoes in grease.
  - Ⓓ Crum made the potatoes too thick.

*Option B: This answer is correct. Because he made the potatoes too thick the first time, he made them a little thinner the second time; this shows Crum trying to make the customer happy.*

## FAST ELA Reading Sample Items Answer Key

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4. In Passage 2, what do the subheadings **Legend Has It** and **Fact or Fiction?** show?

- Ⓐ Potato chips were a family invention.
- Ⓑ Potato chips are from different countries.
- Potato chips have mysterious beginnings.
- Ⓓ Potato chips can be eaten in different ways.

*Option C: This answer is correct. The subheadings explain how there is no definite answer as to who created the first potato chips.*

## FAST ELA Reading Sample Items Answer Key

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5. Which sentence from Passage 2 suggests that the author thinks potato chips are delicious?
- Ⓐ "They are now both popular treats." (paragraph 10)
  - "Unfortunately for him, but fortunately for us, Crum got word that the customer absolutely loved the crisp dish." (paragraph 12)
  - Ⓒ "These over-fried bits would go on to be known as potato chips." (paragraph 12)
  - Ⓓ "Today, the potato chip industry is worth over a whopping \$31 billion!" (paragraph 15)

*Option B: This answer is correct. The phrase "fortunately for us" reveals the author's perspective that potato chips are great. The rest of the sentence emphasizes this idea, as "the customer absolutely loved" the chips.*

## FAST ELA Reading Sample Items Answer Key

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6. Which sentence summarizes Passage 2?

- Ⓐ Several people helped make potato chips as popular as they are today.
- Ⓑ Which type of potato chip is best is a topic that will continue to be argued over for a long time.
- While there are many different stories about how chips were made, everyone can agree that they are a popular snack.
- Ⓓ An accident in a restaurant kitchen caused an invention that inspires people around the world to use potatoes in different ways.

*Option C: This answer is correct. Sections 1 and 2 provide several different stories about how the potato chip was made, while section 3 discusses the chip's universal popularity.*

## FAST ELA Reading Sample Items Answer Key

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7. Fill in the bubbles to show how each author explains Crum's response to the diner who sent his food back.

	Passage 1	Passage 2	Both Passages
<b>Crum had a sister who changed his dish.</b>	<input type="radio"/> A	<input checked="" type="radio"/>	<input type="radio"/> C
<b>Crum accidentally made a new dish that was enjoyed.</b>	<input type="radio"/> D	<input type="radio"/> E	<input checked="" type="radio"/>
<b>Crum made a dish he thought would be impolite to eat.</b>	<input checked="" type="radio"/>	<input type="radio"/> H	<input type="radio"/> I

## FAST ELA Reading Sample Items Answer Key

8. Fill in the bubbles to show what information about potato chips is explained in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
<b>an explanation for the creation of potato chips</b>	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/>
<b>a historical recipe for how to make potato chips at home</b>	<input type="radio"/> D	<input checked="" type="radio"/>	<input type="radio"/> F
<b>the reaction of other restaurant customers to potato chips</b>	<input checked="" type="radio"/>	<input type="radio"/> H	<input type="radio"/> I

## City Tug, Country Tug

by Charlotte Pomerantz

- 1 In the harbor of New York,  
toot-whistle, chug-a-chug,  
there are great big ships and **barges**,  
and there's me—a little tug.
- 5 Though I'm short and sort of stout,  
as anyone can see,  
I can nudge or budge a barge  
as large as any barge can be.
- 10 I can brave the harbor winds  
which change from day to day,  
as I'm scooting up The Narrows  
or tooting 'round the bay.
- 15 From as far away as Stockholm,  
or from Brooklyn, which is near,  
ships are going in and out,  
but I am always here.
- Sometimes in the misty dark,  
I hear a whistle blowing.  
A ship is leaving old New York.  
20 I wonder where it's going?
- They say when ships are passing  
by **Liberty's** bright light,  
she often says a word or two  
to guide them through the night.
- 25 To some she waves a welcome,  
to some she waves good-bye.  
Tonight she says, "The coast is clear.  
Why not sail on by?"
- 30 And just like that, I leave New York!  
Chug-chug, I'm on my way.  
With a farewell toot to Liberty,  
I'm out beyond the Bay!

## FAST ELA Reading Sample Items Answer Key

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- 35 Past Barnegat, Ship Bottom,  
Great Bay, and Brigantine.  
Past all the little seacoast towns  
that huddle in between.
- I round the Cape May Lighthouse,  
which shines like Liberty.  
There's sure to be a harbor  
40 for a weary tug like me.
- Toot tootle toooot  
Toot tootle tooooze  
Tug time, snug time  
to take  
    a little  
        snoooooze—z—z—z . . .
- 45 Wake up! It's time to chug along.  
Now nothing's in my way.  
Hey, look, white geese and mallard ducks.  
Toot-toot, it's Chesapeake Bay!
- Two ducks are waddling on my deck.  
50 A goose sits on my **prow**  
and I can see a farmhouse  
with a horse and a cow.
- I've never seen a farm before,  
or sniffed a country breeze.  
55 The world I've known was made of stone,  
not farmlands, grass, or trees.
- I scoot right up the Chester  
And the Susquehan-i-aye,  
And I toot—oh how I toot!  
60 at the blue crabs in the Bay.
- I toot and toot again  
and toot—what do I hear?  
Something's tooting back at me—  
a tug is chugging near!
- 65 "Where do you come from?" I ask.  
"Me? From Chesapeake Bay.  
It's a pleasant place to visit,  
but you wouldn't want to stay.



## FAST ELA Reading Sample Items Answer Key

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- 70 I like to watch the true blue crabs,  
their funny sideways crawl.  
But once you've seen one true blue crab,  
well, friend, you've seen them all."
- 75 She asks, "Where are you from?"  
"Me? From New York, up the coast.  
But now I'm here in Chesapeake,  
the place I love the most."
- 80 Says she, "But don't you sometimes miss  
the skyline of Manhattan,  
the lights across the Brooklyn Bridge,  
the ferryboats of Staten?"
- 85 "The only thing that I will miss  
is Liberty's bright light,  
which shines on New York Harbor,  
all day and through the night."
- 90 She says, "I'm told New York has buildings  
sixty stories tall.  
If I lived there, I'd take my time  
and try to count them all."
- 95 "I wonder what it's like," she says,  
"to budge a barge up there?  
Not stuck in Chesapeake Bay,  
not going anywhere."
- 100 "If you really want to go," I say,  
"and travel through the night,  
you could be there tomorrow,  
if you chug with all your might."
- 100 "Toot-toot-toot," she says, "I'm off!  
Manhattan's where I'm going.  
New York Harbor, that's the place  
to toot and do my towing."
- "Good-bye," I toot, "and when you see  
the Jersey Shore, turn west.  
And as you pass by Liberty,  
give her all my best."

**Glossary**

barges: big, flat boats that can move heavy goods over water

Liberty's: belonging to the Statue of Liberty

prow: the front part of a boat or ship

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## FAST ELA Reading Sample Items Answer Key

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9. How do the settings of New York and Chesapeake Bay contribute to the plot of the poem?
- They emphasize the different experiences of the two tugs.
  - Ⓑ They point out the many buildings that are seen in each place.
  - Ⓒ They offer examples of the different kinds of work done in each area.
  - Ⓓ They show the most important stops for tugs traveling up and down the coast.

*Option A: **This answer is correct.** The two settings call attention to the different experiences of boats such as tugs in a big city harbor and boats in a country setting.*

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

**Part A**

Which statement explains the speaker’s point of view about Chesapeake Bay?

- Ⓐ Chesapeake Bay is less interesting than New York.
- Ⓑ Chesapeake Bay has a busier harbor than New York.
- Ⓒ Chesapeake Bay is an interesting place to visit and live.
- Ⓓ Chesapeake Bay is better for a country tug than a city tug.

**Part B**

Which sentence explains how the country tug’s perspective is different from the speaker’s in Part A?

- Ⓐ The country tug views New York as much busier than Chesapeake Bay.
- Ⓑ The country tug views Chesapeake Bay as the most exciting place to live.
- Ⓒ The country tug views New York as a better place to live than Chesapeake Bay.
- Ⓓ The country tug views Chesapeake Bay as having too many blue crabs and farm animals.

**Part A**

*Option C: This answer is correct. Upon visiting Chesapeake Bay, the city tug says it is the place it loves the most.*

**Part B**

*Option C: This answer is correct. While the city tug finds the sights and sounds of Chesapeake Bay to be interesting, the country tug says it is a pleasant place to visit but not one where you would want to stay.*

## FAST ELA Reading Sample Items Answer Key

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

### Part A

Which lines from the poem include an example of personification?

- Ⓐ "In the harbor of New York,  
toot-whistle, chug-a-chug" (lines 1–2)
- Ⓑ "Tonight she says, 'The coast is clear.  
Why not sail on by?'" (lines 27–28)
- Ⓒ "Past Barnegat, Ship Bottom,  
Great Bay, and Brigantine." (lines 33–34)
- Ⓓ "which shines on New York Harbor,  
all day and through the night." (lines 83–84)

### Part B

What does the personification in Part A show?

- Ⓐ the distance the tug travels while going to Chesapeake Bay
- Ⓑ the number of ships that travel through New York Harbor each day
- Ⓒ the different kinds of animals the tug sees on its journey to Chesapeake Bay
- Ⓓ the important role the Statue of Liberty plays in guiding ships in and out of New York Harbor

### Part A

*Option B: This answer is correct. The poet uses personification here and throughout the poem to create imagery and make the scenes come to life.*

### Part B

*Option D: This answer is correct. The poet uses personification to have the Statue of Liberty tell the city tug that the coast is clear and it is safe to leave New York Harbor. According to the poet, this is just one way the Statue of Liberty guides ships in and out of the harbor.*

## FAST ELA Reading Sample Items Answer Key

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**12.** Read these lines from the poem.

- 30     And just like that, I leave New York!  
       Chug-chug, I'm on my way.  
       With a farewell toot to Liberty,  
       I'm out beyond the Bay!

What is the meaning of farewell as it is used in these lines?

- Ⓐ funny
- Ⓑ gleaming
- Ⓒ goodbye
- Ⓓ smart

*Option C: This answer is correct. The tug gave a farewell, or goodbye, toot as it left New York.*

## FAST ELA Reading Sample Items Answer Key

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**13.** Read lines 41-44 from the poem.

Toot tootle toooot  
Toot tootle tooooze  
Tug time, snug time  
to take  
  a little  
    snoooooze—z—z—z . . .

The structure of this stanza is different from the other stanzas in the poem. What is the effect of this difference?

- Ⓐ It changes the focus in the poem.
- Ⓑ It slows down the pace of the poem.
- Ⓒ It adds to the happy mood of the poem.
- Ⓓ It introduces a new rhyme scheme in the poem.

*Option B: This answer is correct. The poet formats the stanza differently to show that the city tug is taking a little snooze, or sleeping, before it heads into Chesapeake Bay.*

## FAST ELA Reading Sample Items Answer Key

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

### Part A

What is a theme of the poem?

- Ⓐ Good friends will always support you.
- Ⓑ The world around us is always changing.
- Ⓒ Experiencing new places can be rewarding.
- Ⓓ Traveling long distances is often challenging.

### Part B

Select **two** details from the poem that support the answer in Part A.

- Ⓐ "there are great big ships and barges,  
and there's me—a little tug." (lines 3-4)
- Ⓑ "Sometimes in the misty dark,  
I hear a whistle blowing." (lines 17-18)
- Ⓒ "There's sure to be a harbor  
for a weary tug like me." (lines 39-40)
- Ⓓ "I've never seen a farm before,  
or sniffed a country breeze." (lines 53-54)
- Ⓔ "She says, 'I'm told New York has buildings  
sixty stories tall.'" (lines 85-86)

### Part A

Option C: **This answer is correct.** The theme "Experiencing new places can be rewarding" is developed throughout the poem.

### Part B

Option D: **This answer is correct.** The poet develops the theme by including information about the new sights and sounds the city tug experiences.

Option E: **This answer is correct.** The country tug is curious about New York's tall buildings, supporting the theme that experiencing new places can be rewarding.



## FAST ELA Reading Sample Items Answer Key

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**15.** Select **two** statements that belong in a summary of the poem.

- Ⓐ The city tug passes a lighthouse that shines like the Statue of Liberty.
- Ⓑ The country tug describes the blue crabs that live in Chesapeake Bay.
- Ⓒ The city tug is a small tug that lives in the busy harbor of New York City.
- Ⓓ The city tug tells the country tug to turn west when it gets to the Jersey Shore.
- Ⓔ The country tug decides to leave for New York Harbor and sails off into the night.

*Option C: **This answer is correct.** The poem starts in the busy harbor of New York City, which is home to the city tug and the Statue of Liberty.*

*Option E: **This answer is correct.** With the encouragement of the city tug, the bored country tug sets off to explore New York Harbor.*



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