2008

FCAT

Florida Comprehensive Assessment Test®

Student Name

READING

READING
SAMPLE TEST BOOK

GRADE
9

999-8568-99-4

FCAT Sample Test Materials

These sample test materials are designed to help you prepare to answer FCAT questions. These materials introduce you to the kinds of questions you will answer when you take the FCAT and include hints for responding to FCAT questions. The FCAT Reading sample test materials for Grade 9 are composed of the books described below:

☑ **Sample Test Book**
Includes sample reading passages, a sample test, a sample answer sheet, and instructions for completing the sample test. (Copies are available for all students in the tested grade.)

☐ **Sample Answer Key**
Includes answers and explanations for the questions in the sample test. (Copies are available for classroom teachers only.)

☑ = This book

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Taking the FCAT Reading Sample Test

Hints for Taking the FCAT Reading Test

Here are some hints to help you do your best when you take the FCAT Reading test. Keep these hints in mind when you answer the sample questions.

- ✓ **Read the directions carefully. Ask your teacher to explain any directions you do not understand.**
- ✓ **Read the passages and questions very carefully. You may look back at a passage as often as you like.**
- ✓ **Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later.**
- ✓ **Be sure to fill in the answer bubbles correctly. Do not make any stray marks around answer spaces.**
- ✓ **Think positively. Some questions may seem hard, but others will be easy.**
- ✓ **Check each answer to make sure it is the best answer for the question asked.**
- ✓ **Relax. Some people get nervous about tests. It's natural. Just do your best.**

Directions for Taking the Reading Sample Test

The Sample Test contains two reading passages, 16 sample questions, and a sample answer sheet. It should take about 30 to 45 minutes to read the passages and answer all the questions. You will mark your answers on the Sample Answer Sheet on page 15 of this book. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample test questions.

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FCAT Reading Sample Test

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After you have read each passage, read and answer the questions. Mark your answers on your Sample Answer Sheet found on page 15.

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Read the story "An American Childhood" before answering Numbers 1 through 8.

AN AMERICAN CHILDHOOD

By Annie Dillard

One Sunday afternoon Mother wandered through our kitchen, where Father was making a sandwich and listening to the ball game. The Pirates were playing the New York Giants at Forbes Field. In those days, the Giants had a utility infielder named Wayne Terwilliger. Just as Mother passed through, the radio announcer cried—with undue drama—"Terwilliger bunts one!"

"Terwilliger bunts one?" Mother cried back, stopped short. She turned. "Is that English?"

"The player's name is Terwilliger," Father said. "He bunted."

"That's marvelous," Mother said. "'Terwilliger bunts one.' No wonder you listen to baseball. 'Terwilliger bunts one.'"

For the next seven or eight years, Mother made this surprising string of syllables her own. Testing a microphone, she repeated, "Terwilliger bunts one"; testing a pen or a typewriter, she wrote it. If, as happened surprisingly often in the course of various improvised gags, she pretended to whisper something else in my ear, she actually whispered, "Terwilliger bunts one." Whenever someone used a French phrase, or a Latin one, she answered solemnly, "Terwilliger bunts one." If Mother had had, like Andrew Carnegie,[1] the opportunity to cook up a motto for a coat of arms, hers would have read simply and tellingly, "Terwilliger bunts one." (Carnegie's was "Death to Privilege.")

She served us with other words and phrases. On a Florida trip, she repeated tremulously, "That . . . is a royal poinciana." I don't remember the tree; I remember the thrill in her voice. She pronounced it carefully, and spelled it. She also liked to say "portulaca."

The drama of the words "Tamiami Trail" stirred her, we learned on the same Florida trip. People built Tampa on one coast, and they built Miami on another. Then—the height of visionary ambition and folly—they piled a slow, tremendous road through the terrible Everglades to connect them. To build the road, men stood sunk in muck to their armpits. They fought off cottonmouth moccasins and six-foot alligators. They slept in boats, wet. They blasted muck with dynamite, cut jungle with machetes; they laid logs, dragged drilling machines, hauled dredges, heaped limestone. The road took fourteen years to build up by the shovelful, a

[1] **Andrew Carnegie:** a wealthy Scottish-born American industrialist who made his money in the steel industry and gave millions of dollars to the public through fine arts and education

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Panama Canal in reverse. Then, capping it all, some genius thought of the word Tamiami: they called the road from Tampa to Miami, this very road under our spinning wheels, the Tamiami Trail. Some called it Alligator Alley. Anyone could drive over this road without a thought.

Hearing this, moved, I thought all the suffering of road building was worth it (it wasn't my suffering), now that we had this new thing to hang these new words on—Alligator Alley for those who liked things cute, and, for connoisseurs like Mother, for lovers of the human drama in all its boldness and terror, the Tamiami Trail.

Back home, Mother cut clips from reels of talk, as it were, and played them back at leisure. She noticed that many Pittsburghers confuse "leave" and "let." One kind relative brightened our morning by mentioning why she'd brought her son to visit: "He wanted to come with me, so I left him." Mother filled in Amy and me on locutions we missed. "I can't do it on Friday," her pretty sister told a crowded dinner party, "because Friday's the day I lay in the stores."[2]

(All unconsciously, though, we ourselves used some pure Pittsburghisms. We said "tele pole," pronounced "telly pole," for that splintery sidewalk post I loved to climb. We said "slippy"—the sidewalks are "slippy." We said, "That's all the farther I could go." And we said, as Pittsburghers do say, "This glass needs washed," or "The dog needs walked"—a usage our father eschewed; he knew it was not standard English, nor even comprehensible English, but he never let on.)

"Spell 'poinsettia,'" Mother would throw out at me, smiling with pleasure. "Spell 'sherbet.'" The idea was not to make us whizzes, but, quite the contrary, to remind us—and I, especially, needed reminding—that we didn't know it all just yet.

"There's a deer standing in the front hall," she told me one quiet evening in the country.

"Really?"

"No. I just wanted to tell you something once without your saying, 'I know.'"

[2] **lay in the stores:** go shopping

"An American Childhood," excerpt from *An American Childhood* by Annie Dillard. Copyright © 1987 by Annie Dillard. Reprinted by permission of HarperCollins Publishers, Inc.

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Now answer Numbers 1 through 8 on your Sample Answer Sheet on page 15. Base your answers on the story "An American Childhood."

1 How did Mother's fascination with unusual language affect the narrator?

A. She became more conscious of words herself.
B. She became more aware of the suffering of others.
C. She became more confident of her own knowledge.
D. She became more unforgiving of grammatical errors.

2 Which statement best supports the idea that Mother has a sense of humor?

F. She likes to say the words "portulaca" and "poinciana."
G. She likes to repeat portions of other people's conversations.
H. When the family visits Florida, she is stirred by the words "Tamiami Trail."
I. When she hears the phrase, "Terwilliger bunts one," she asks, "Is that English?"

3 Why does Mother ask her children to spell tricky words?

A. to make them exceptional spellers
B. to help them become better readers
C. to encourage them to use unusual words
D. to remind them they still have much to learn

4 What does the narrator mean when she says of the Tamiami Trail, "Anyone could drive over this road without a thought"?

F. Even people without much experience can drive on the road.
G. People can drive on the road without worrying about alligators.
H. People who drive on the road are probably unaware of its dramatic history.
I. Even people driving on the road for the first time can make the trip quickly.

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5 After hearing Father's explanation of the statement, "Terwilliger bunts one," why did Mother say, "No wonder you listen to baseball"?

A. She appreciated the player's batting skills.
B. She was amused by the sound of the words.
C. She was being sarcastic about an unexciting event.
D. She loved hearing the drama in the announcer's voice.

6 What does this conversation reveal about Mother?

> **"There's a deer standing in the front hall," she told me one quiet evening in the country.**
> **"Really?"**
> **"No. I just wanted to tell you something once without your saying, 'I know.'"**

F. She believes that words can provide enjoyment.
G. She uses a playful sense of humor to teach lessons.
H. She wants her daughter to share her love of animals.
I. She thinks her daughter will believe anything she says.

7 What was the author's purpose in writing this passage?

A. to encourage readers to use unusual words in everyday speech
B. to share dramatic memories of her childhood travels through Florida
C. to inform readers about the incredible history of Florida's Tamiami Trail
D. to show her mother's fascination with language through colorful anecdotes

8 Which word BEST describes the author's tone in the passage?

F. complimentary
G. humorous
H. objective
I. sentimental

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Read the article "Dive In! Careers in Oceanography" before answering Numbers 9 through 16.

DIVE IN!

Careers in Oceanography

By Kathiann M. Kowalski

Wearing scuba gear, Mia Tegner explores giant kelp forests[1] off California's shores. As a research marine biologist at Scripps Institution of Oceanography in La Jolla, California, Tegner studies how kelp forest plants and animals interact and how climate, pollution, and other factors affect their distribution and abundance.

"I've always loved the ocean," says Tegner. "And the chance to do science outdoors instead of in an indoor laboratory was extremely appealing to me."

A World of Possibilities

With oceans covering 70 percent of the world's surface, *oceanography*—the study of oceans—offers a world of career opportunities. *Marine biologists* study ocean life. From near-shore habitats to

[1] **kelp forest:** large area of underwater seaweed growth

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cold, dim waters kilometers beneath the surface, the oceans are home to an amazing diversity of organisms.

Water chemists study the chemical components of seawater. They also analyze the types and quantities of pollutants entering ocean waters. Using this information, *environmental engineers* seek ways to remedy pollution.

Marine geography ranges from studying physical features and designating international boundary waters to analyzing marine resources, coastal development, and offshore facility sites. Doug Sherman at the University of Southern California Sea Grant Program studies coastal land forms, specifically beaches and dunes. "On average, I spend one or two months a year doing fieldwork," Sherman says. Meanwhile, physical scientist Ellen Raabe of the U.S. Geological Survey analyzes satellite photos and does fieldwork in boats to identify features on and near the coast. "We do identify what's where," she explains, "but actually, we're looking at what the processes are—physical, biological, and human-induced—that create our coastlines and change them."

Marine geologists analyze underwater landforms and ocean-floor soil composition. "We want to look at the sea floor and figure out how it was made and where it came from," says Ellen Prager of the U.S. Geological Survey. She has done extensive work studying coral reefs and sand.

"*Marine engineering* takes care of the design, specification, application, and operation of machinery used on ships, offshore drilling platforms, and almost anything that floats!" explains David Clark at DC Maritime Technologies in British Columbia, Canada. Engineering furthers ocean travel and exploration today and in the future. Meanwhile, *marine archaeologists* discover the past by studying ancient submerged sites and sunken ships. "Everything people have ever made was carried at one time or another by a ship," explains Texas A&M University's George Bass. He has excavated shipwrecks from the Bronze Age through the 11th century A.D.

Fresh Facets

"A career in *limnology*, the study of lakes and streams, is also a fantastic career," notes Anders Andrén, a water chemist at the University of Wisconsin's Sea Grant Program. One of the biggest challenges is protecting and improving the quality of fisheries and fresh drinking water supplies.

"There's no new source of water that's going to come on line," stresses Dianne McKnight, president of the American Society of Limnology and Oceanography, "so we've got to be smarter and do a better job of using and protecting the water resources that we have now."

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Whether you choose to study oceans or freshwater bodies, the field is never dull. "You're not pigeonholed,[2] and you don't have to decide, 'I'm going to be a biologist,' and just do biology, or just do molecular biology, or just do a certain kind of chemistry," says McKnight. In her work studying lakes and streams in the Rocky Mountains and Antarctica, she especially enjoys the *interdisciplinary* nature of aquatic sciences, which means it draws upon many scientific fields.

Getting Started

While formal oceanography training begins in graduate school, you can begin working toward a future career now. Try to get hands-on experience through taking classes at aquariums, volunteering for a marina or maritime museum, or getting involved in a nature group.

"Get as broad an education as you can," advises research marine biologist Michael Latz at Scripps Institution of Oceanography. Master your middle school, junior high, and high school science classes. Mathematics plays a strong role too—particularly algebra, statistics, trigonometry, calculus, and computer science.

At college, you will probably choose a major in one of the basic sciences: biology, chemistry, physics, geology, or mathematics. Graduate schools really want to see "students with a strong undergraduate record in the basic sciences," stresses Andrén. If possible, seek opportunities to do a scientific research project related to marine science through a university, lab, or summer program. "In terms of applying to Scripps, the most competitive applicants not only do well in terms of their grades, or GRE (Graduate Record Exam) scores," says Latz, "but they've also done a research project."

Worth the Effort

If all of this sounds like a lot of study and hard work—it is. But the effort is well worth it! "Just to find out something that no one else has is very inspiring," says Latz. He truly loves his work studying bioluminescence[3] in sea creatures.

Beyond this, the world needs creative, skilled scientists to help protect the oceans. The oceans provide not only food and fuel for millions of people, but also materials for such diverse products as toothpaste, newspaper print, salad dressing, and fabrics. Meanwhile, growing populations place increased pressures on the ocean's resources and pose greater threats from pollution.

"The oceans are very important resources," warns Tegner. "We need to manage our human impacts on the environment, or we're going to be in real trouble."

[2] **pigeonholed:** forced into a category

[3] **bioluminescence:** the light given off by some living organisms

"Dive In! Careers in Oceanography" by Kathiann M. Kowalski, from *Odyssey*'s December 1998 issue: *Year of the Ocean.* © 1998, Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NH 03458. Reprinted by permission of Carus Publishing Company. Photographs © Susan Green/Scripps Institution of Oceanography/UCSD.

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Now answer Numbers 9 through 16 on your Sample Answer Sheet on page 15. Base your answers on the article "Dive In! Careers in Oceanography."

9 In the first paragraph, the author mentions Mia Tegner's scuba gear to show that kelp forests

A. are found at the ocean bottom.
B. may be threatened by pollution.
C. are near the Scripps Institution.
D. contain both plants and animals.

10 What organizational pattern does the author use in the section titled "A World of Possibilities"?

F. She contrasts marine biologists with other types of oceanographers.
G. She presents discoveries made by oceanographers in chronological order.
H. She lists career opportunities in oceanography and gives a brief description of each.
I. She argues that oceanography is an exciting career and supports her argument with expert opinions.

11 According to the article, why will the ocean's resources face greater threats in the future?

A. The number of skilled scientists will decline.
B. The world's population will continue to grow.
C. Advances in engineering will result in more ocean travel.
D. The study of ancient shipwreck sites will become more popular.

12 What is the main difference between oceanographers and limnologists?

F. Oceanographers study salt water rather than fresh water.
G. Oceanographers study marine life rather than water chemistry.
H. Oceanographers do research outdoors rather than in laboratories.
I. Oceanographers examine deep ocean waters rather than coastal landforms.

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13 What do the sections "Fresh Facets" and "Worth the Effort" BOTH emphasize as an important part of water-related science?

A. the necessity of preserving water resources
B. the challenge of improving drinking water quality
C. the necessity of drawing upon many scientific fields
D. the challenge of obtaining new products from the ocean

14 What is the meaning of the word *diverse* as used in this sentence from the article?

> **The oceans provide not only food and fuel for millions of people, but also materials for such diverse products as toothpaste, newspaper print, salad dressing, and fabrics.**

F. ordinary
G. practical
H. remarkable
I. varied

15 In this article, what does the author use to support the points she makes?

A. She cites the professional opinions of marine scientists.
B. She relies on the reader's common knowledge of the ocean.
C. She relates personal experiences about her scientific studies.
D. She creates fictionalized anecdotes to increase the reader's interest.

16 People who read this article will gain knowledge about

F. identifying coastal landforms.
G. interviewing an oceanographer.
H. analyzing pollutants in ocean water.
I. preparing for a career in marine biology.

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This is the end of the Reading Sample Test.

Until time is called, go back and check your work or answer questions you did not complete. When you have finished, close your Sample Test Book.

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FCAT Reading Sample Answer Sheet

SAMPLE 9

Name _____

Answer all the questions that appear in the Reading Sample Test on this Sample Answer Sheet.

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

Fold and Tear Carefully Along Dotted Line.

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