

This book contains the answers to the FCAT Reading sample questions, as well as explanations for the answers. It also gives the Sunshine State Standards benchmark assessed by each item. In January 2007, the State Board of Education adopted updated benchmarks. These new benchmarks are included in this booklet to provide teachers with additional information. For more information, follow this link to the Florida Standards website:

<http://www.floridastandards.org/index.aspx>.

Multiple-choice items in FCAT Reading tests are scored by awarding one point for each correct answer.

The intent of these sample test materials is to orient teachers and students to the types of questions on FCAT tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample test materials 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. Additional information about test items can be found in the *FCAT Test Item Specifications* at <http://fcats.fldoe.org/fcatis01.asp> and previously released FCAT tests at <http://fcats.fldoe.org/fcatrelease.asp>.

When the 2010 FCAT Reading tests and associated sample test materials were developed, the State of Florida was in the process of revising the Sunshine State Standards in Reading and Language Arts. These newer standards were not yet approved for use in Florida's schools, so it was not feasible to incorporate these new standards into the 2010 FCAT Reading tests. The portion of the 2010 FCAT Reading tests that will be used to calculate student results and school grades in 2010 will be composed of items that assess mastery of the 1996 Sunshine State Standards. Because it was also not feasible to develop 2010 field test items to assess mastery of the newer standards, the 2010 FCAT Reading tests will contain field test items that assess mastery of the 2007 Sunshine State Standards. Student performance on these items will not be used to calculate student results or school grades, but data will be gathered and examined so these items can be considered for use on future tests, including those assessing the newer standards.

Passage: “Ben’s Harmonica”

“Ben’s Harmonica.” Reprinted by permission of *Cricket* magazine, July 1995, Vol. 22, No. 11, © 1995 by Barbara C. Wessinger. Illustration by Barbara Kiwak. Photograph of Glass Harmonica courtesy of the Historical and Interpretive Collections of The Franklin Institute, Philadelphia, PA.

- 1** The correct answer is A (The glass harmonica could be easily heard in small spaces).

Type of Text: Informational

1996 Benchmark: LA.E.2.3.1 The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. Also assesses LA.E.1.3.2 The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.

2007 Benchmark: LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction.

The correct answer is A. Readers are introduced to the setting in the first paragraph when the guests asked Ben to play them *a tune* on his harmonica. The glass harmonica produced *soft, clear tones similar to the sounds you get when you run your finger around the wet rim of a water goblet*. Later, the reader learns the importance of the setting when the author writes *Although the delicate tones of the glass harmonica were perfect for drawing-room musicales and garden party concerts, the instrument gradually faded from fashion as concert halls grew larger: its soft tones were practically impossible to hear in large auditoriums and theaters . . .*

2 The correct answer is I (surprise).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is I. Readers can conclude that Ben Franklin's guests most likely reacted to his first glass harmonica concert with *surprise* because instead of playing a mouth organ, *he sat down at a small box-like instrument, pumped its foot pedal, and placed his fingertips on the . . . whirling glass bowls!* Guests were probably further surprised to hear the instrument produce *soft, clear tones similar to the sounds you get when you run your finger around the wet rim of a water goblet.*

3 The correct answer is C (improved).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is C. Based on the excerpt provided, the phrase *thinking of a better way* serves as a context clue that enables readers to determine *improved* as the meaning of the word *perfected*.

4 The correct answer is F (wrote a composition for the instrument).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

2007 Benchmark: LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is F. According to the author, after Mozart heard an English musician by the name of Marriane Davies play the glass harmonica in Vienna in 1773, *the seventeen-year-old Mozart was so intrigued that he wrote a composition for the armonica . . .*

5 The correct answer is B (assorted, varying).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

The correct answer is B. As used in the article, only one word pair in the available options, *assorted* and *varying*, are similar in meaning. Readers who locate the phrases containing these words in the article—*goblets with varying amounts of water inside* and *Ben used thirty-seven glass basins in twenty-three assorted sizes*—can also determine from the context clues that these words are similar in meaning.

6 The correct answer is I (They presented the glass harmonica to new audiences).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.6.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is I. The author provides the reader with details that show how Forrage and Davies are similar: *In 1764 a young musician, Stephen Forrage, gave the first glass harmonica concert in Philadelphia, and When an English musician, Marriane Davies, introduced it in Vienna in 1773 . . .* Based on this information from the article, the reader can determine Forrage and Davies are similar in that they each played the glass harmonica before audiences unfamiliar with the musical instrument.

7 The correct answer is C (The glass harmonica was difficult to hear in large concert halls).

Type of Text: Informational

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.

2007 Benchmark: LA.6.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is C. According to the article . . . *the instrument gradually faded from fashion as concert halls grew larger: its soft tones were practically impossible to hear in large auditoriums and theaters, especially over the booming brass of orchestras.*

- 8** The correct answer is H (places Ben Franklin’s invention within a framework of other significant musical events).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.5 The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. Also assesses LA.A.2.3.6 The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics. Also assesses LA.A.2.3.7 The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

2007 Benchmark: LA.6.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.

The correct answer is H. The *Time Line of Composers and Musical Events from 1700 to 1850* provides readers a vertical arrangement of musical events occurring from the early eighteenth century through the mid-nineteenth century. The time line is important to the article because it shows where Ben Franklin’s invention of the glass harmonica fits in the chronological order of other musical events. The time line is also important because it provides for readers a connection to the time period addressed in the article.

- 9** The correct answer is A (The glass harmonica became popular in both the United States and Europe).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.8 The student checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

2007 Benchmark: LA.6.6.2.2 The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details.

The correct answer is A. The only option that contains an accurate statement based on the information found in the article is A. *For a while the glass harmonica became quite popular in both the United States and Europe.*

Article: "Two-Wheel Fun"

"Two-Wheel Fun" by Lawrence Swinburne and John F. Warner. Reprinted by permission of Virginia Bowman (daughter of Mr. Swinburne) and Margaret B. Warner (wife of Mr. Warner). All rights reserved. "Man riding two-wheeler in England": Copyright © Robin Weaver / Alamy. "Older bicycle model": Copyright © Stockbyte Silver / Alamy. "Old boneshaker bicycle": Copyright © Cols Travel / Alamy.

- 10** The correct answer is G (They pose questions that are answered with information about bicycles).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

2007 Benchmark: LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

The correct answer is G. In the first paragraph, the authors present readers with the question, *What is the most popular way to travel in the whole world, not counting a human being's two legs?* along with hypothetical responses from readers. In paragraph two, the authors provide the answer by explaining, *The most popular way of going from one place to another is by bicycle.*

- 11** The correct answer is C (the elevation of the driver’s seat above the front wheel).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

2007 Benchmark: LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is C. Using information from the article, readers can determine the greatest threat to riders of the *high-wheeler* of the late 1800s was the height of the bicycle seat above the wheel. According to the article *It was a long fall to the ground!* The caption under the photograph offers further support by providing the height of the wheel from the ground: *The front wheel of some models was five feet high.*

- 12** The correct answer is I (trembled because the tires had little cushioning).

Type of Text: Informational

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.

2007 Benchmark: LA.6.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is I. According to the article . . . *there were no rubber tires*. The authors further emphasize this point to the reader: *It’s no wonder that one bike was called the “Boneshaker.”*

13 The correct answer is C (is played on a football field).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.6.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is C. Although all the options provide text-based details about sports, bike polo and bike racing differ in that bike polo *can be played on a football field*, but bicycle racing requires more area in which to compete: *There is a bicycle race in France that covers almost 2,400 miles.*

14 The correct answer is I (She will drive the nail into the wall before hanging the picture).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is I. Both the excerpted sentence and the sentence in option I use the meaning of the word *drive* in the context of an action applying force to an object.

- 15** The correct answer is B (inform readers about the history of bicycles).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.2 The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.

2007 Benchmark: LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.

The correct answer is B. The authors write *Bicycles have been around for a long time—about 300 years*. Factual information found in the article provides readers the history of the development of the bicycle from the early 1800s up to the present day.

- 16** The correct answer is G (Riding a bicycle should include following basic safety rules).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.8 The student checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

2007 Benchmark: LA.6.6.2.2 The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details.

The correct answer is G. Only option G is supported with information from the article. The authors state *Thousands of people are hurt each year as a result of bicycle riding*. In addition, the authors provide the reader with seven *simple safety rules* bicyclists should follow in order to prevent accidents.

Article: “Welcome to Marksdale State Park”

“Marksdale State Park” property of the Florida Department of Education.

17 The correct answer is A (uses humor in the message).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.6.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is A. The author of this section writes a special note to park visitors to solicit their help in keeping the park clean by disposing of their trash and making sure that the lids of the trash cans are secure. The author provides the reason why their cooperation is needed by providing this humorous description of raccoons: *It keeps our raccoon friends from getting into things they shouldn't! Their curiosity and their fine motor skills are impressive!*

18 The correct answer is F (by listing events and activities for the visitors).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

2007 Benchmark: LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

The correct answer is F. The author organizes this website by providing sections that provide information and events to support the website's subtitle, *Where fun, fitness, and education come together.*

- 19** The correct answer is A (the map and key).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.5 The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

2007 Benchmark: LA.6.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

The correct answer is A. Located at the bottom of the website, the map depicts the exact locations of facilities found at Marksdale State Park. Additionally, a key is provided to help the reader interpret the symbols found on the map.

Notes



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To offer students a variety of texts on the FCAT Reading tests, authentic and copyrighted stories, poems, and articles appear as they were originally published, as requested by the publisher and/or author. While these real-world examples do not always adhere to strict style conventions and/or grammar rules, inconsistencies among passages should not detract from students' ability to understand and answer questions about the texts.

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Tallahassee, Florida 32399-0400

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FL00001758



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