

# Grade 7

## FCAT Reading

### Sample Answers

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.

## Article: “Galápagos Islands Vacation”

“Galápagos Islands Vacation” by Melina Gerosa Bellows, from *National Geographic Kids*, November 2005. Copyright © 2005 National Geographic Society. All rights reserved. “Girls Snorkeling Over Reef”: Copyright © Reed Kaestner / Corbis. “Seal”: Copyright © Brand X Pictures / Jupiterimages. “Seal Sunning”: Copyright © Photos.com / Jupiterimages.

### 1 The correct answer is C (to raise awareness about the need to protect Galápagos Islands’ wildlife).

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.7.1.7.2 The student will analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.

The correct answer is C. At the conclusion of the article, the author states that her trip to the Galápagos Islands changed the way she and her travel group . . . *think about the world*. This idea is supported when Hannah says: *More than ever, this trip makes me want to make sure these animals are kept safe*. Through these details, the author is able to heighten the reader’s awareness that the Galápagos Islands’ wildlife should be protected.

### 2 The correct answer is F (simile, comparing penguins to soldiers).

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.

2007 Benchmark: LA.7.2.1.7 The student will locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis.

The correct answer is F. The excerpted sentence from the article contains an example of a simile. The simile compares penguins on a rock to soldiers standing at attention.

**3 The correct answer is B (personal observations).**

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.7.6.2.2 The student will assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is B. Through the author's firsthand experiences on the Galápagos Islands, she provides the reader with credible support regarding the unique wildlife and environment found there. In addition, she quotes members of the group to highlight her observations.

**4 The correct answer is F (the various wildlife with which the group interacts).**

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.7.6.2.2 The student will assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is F. The group's interaction with the various wildlife helps to create a strong appreciation for the Galápagos Islands. The author supports this idea when she states *The lack of human threat makes the animals very friendly* and further supports this idea with *The group and I experience that firsthand*. The author reinforces this idea by quoting a member of the group: *More than ever, this trip makes me want to make sure these animals are kept safe*.

**5** The correct answer is C (enchanting).

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

The correct answer is C. The author's view that the Galápagos Islands are *enchanting* is supported in the article: *In fact, the only way you can experience this magical place is by taking a small motorboat . . .*

**6** The correct answer is G (darting, gliding).

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.7.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

The correct answer is G. As used in the article, only one pair of words in the available options, *darting* and *gliding*, are opposite in meaning. *Darting* is used to refer to the zooming speed of sea lions, in contrast to the sea turtles, which the author describes as *slowly gliding by me*.

**7** The correct answer is B (They live in a tropical climate).

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.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is B. Hannah states “*The Galápagos Islands seem to break all the rules of nature,*” and she points out the unique feature of the Galápagos penguins with, “*You’ve got penguins on the equator . . .*”

**8** The correct answer is I (withdrawn).

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.

2007 Benchmark: LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is I. Based on the author’s firsthand observations and her experiences while vacationing in the Galápagos Islands, the reader is provided with text-based examples that describe the author as being *adventurous*, *concerned*, and *knowledgeable*; however, the article provides no details or information for the reader to conclude that the author could be described as *withdrawn*.

**Article: “Volunteer Day”**

“Volunteer Day” property of the Florida Department of Education.

- 9** The correct answer is D (He was not able to make a phone call before it was time to board the plane).

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.7.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is D. The context of the word *board*, as used in the sentence provided, matches the context of the sentence in option D, which means *to get on* the plane.

- 10** The correct answer is H (a description of Volunteer Day followed by an activity list).

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.7.1.7.5 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 H. The author organizes the flier by first appealing to readers to volunteer in the community and then by describing the reasons and benefits associated with helping others. The flier also includes an hourly schedule of events for Volunteer Day along with a list of activities.

- 11** The correct answer is D (drawing attention to the specific times matched with specific activities).

Type of Text: Informational

1996 Benchmark: No 1996 benchmarks assess this type of item.

2007 Benchmark: LA.7.6.1.1 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 D. The author uses italicized print to emphasize for the reader the specific hours each event will take place during Volunteer Day.

- 12** The correct answer is F (*It's important to be more than just a resident in a community; getting involved allows you to be an active, participating citizen*).

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.7.6.2.2 The student will assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is F. This sentence best supports why students should volunteer by stating the importance and benefit of being a volunteer.

**Passage: “Roy’s New Dog”**

“Roy’s New Dog”: reprinted with permission of the author, Zoltan Malocsay, and *Boy’s Life*, July 1978, published by the Boy Scouts of America. All rights reserved.

- 13** The correct answer is A (describe the unique relationship between a pet and its owner).

Type of Text: Literary

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.7.1.7.2 The student will analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.

The correct answer is A. The author’s purpose in writing this passage is to share his first-hand observations and experiences as he witnesses the unique relationship his neighbor Roy has with his old dachshund, Fritz, and his new beagle pup.

- 14** The correct answer is G (failure to name the puppy).

Type of Text: Literary

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.

2007 Benchmark: LA.7.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

The correct answer is G. When the narrator initially questions Roy about the name for his new pup, Roy responds *I don’t know yet*. The narrator’s concern about Roy’s lack of commitment to the new dog is later conveyed to the reader when the narrator states *I thought it was unlike Roy not to have a name for the pup already*.

**15** The correct answer is D (worry about Roy once the dachshund is gone).

Type of Text: Literary

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.

2007 Benchmark: LA.7.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

The correct answer is D. Through this statement made by Roy, *“Yeah, my nephews were worried that old Fritz might die on me someday and — well — leave me alone, you might say,”* the author conveys to the reader why Roy’s nephews gave him the new beagle pup.

**16** The correct answer is G (humorous).

Type of Text: Literary

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.

2007 Benchmark: LA.7.2.1.7 The student will locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis.

The correct answer is G. The author provides numerous examples of a *humorous* tone when describing the unique relationship between old Roy and his old dog, Fritz. Examples of this humorous tone can be found when the author explains to the reader the physical appearance of old Fritz as being . . . *one of those “wiener dogs,” with legs so short that his belly almost drags on the ground*, when he conveys to the reader how old Fritz chases rabbits: *So Fritz starts chasing around and around the circle, while the rabbit sits in the middle and quietly nibbles grass*, and when he writes a humorous ending to the passage.

## Notes

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