

Grade 9 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: “The Night Hunters”

“Night Hunters” by Robert W. Criswell, reprinted by permission of the author. All rights reserved.

- 1 The correct answer is B (arouse readers’ interest in a unique group of birds).**

Type of Text: Informational

1996 Benchmark: LA.A.2.4.2 The student determines the author’s purpose and point of view and their effects on the text.

2007 Benchmark: LA.910.1.7.2 The student will analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.

The correct answer is B. The author uses words and phrases such as *amazing*, “*Tiger of the Skies*,” *night hunters par excellence*, and *can catch a mouse on a barn floor in total darkness* to capture readers’ interest in owls.

- 2 The correct answer is I (alliteration, repeating a sound to emphasize the superiority of owls).**

Type of Text: Informational

1996 Benchmark: LA.E.2.4.1 The student analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

2007 Benchmark: LA.910.2.1.7 The student will analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

The correct answer is I. The author uses alliteration in these sentences. The repetition of the initial consonant sound *p* in the words *Predators*, *peer*, *prowess*, and *predator* emphasizes the superiority of owls.

3 The correct answer is A (frequent head movement).

Type of Text: Informational

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

2007 Benchmark: LA.910.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is A. Due to the fact that owls' eyes are extremely large and cannot move, an owl must frequently move its head in order to change its scope of vision.

4 The correct answer is G (colors of a species).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

2007 Benchmark: LA.910.1.7.3 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 G. *Dichromatism* is a phenomenon that occurs among screech owls and involves birds having two distinct color phases (red and gray). According to the article, this trait *is exhibited regardless of sex or age*.

5 The correct answer is A (barn owl).

Type of Text: Informational

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

2007 Benchmark: LA.910.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is A. According to the article, barn owls typically seek grasslands and farmlands plentiful with rodents as their habitat. In addition, adult barn owls, particularly those with nestlings, consume rodents *at the rate of one every four minutes*. Therefore, a decline in the rodent population would most affect the barn owl in contrast to the screech, long-eared, and great horned owls.

6 The correct answer is I (They find nesting places rather than construct them).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.4 The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2007 Benchmark: LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

The correct answer is I. According to the article, great horned owls make use of *the nests of raptors, crows, herons, and . . . eagles*. Screech owls use *nests excavated by woodpeckers and sometimes take advantage of artificial boxes*. Long-eared owls make use of *vacant hawk and crow nests*. Barred owls are cavity nesters, and barn owls *nest in man-made structures*. Based on this information, all the owls described in the article find nesting places and do not make their own.

7 The correct answer is B (its ability to mimic the calls of other species).

Type of Text: Informational

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

2007 Benchmark: LA.910.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is B. In the first section of the article, the author makes reference to the *silent flight* of owls, their keen sense of hearing, and acute vision in dim light as factors contributing to the owl's effectiveness as a predator. However, the author makes no reference to imitating the calls of other species as contributing to their effectiveness in hunting and capturing prey.

8 The correct answer is F (the screech owl, because its call rarely approximates a screech).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.8 The student synthesizes information from multiple sources to draw conclusions.

2007 Benchmark: LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

The correct answer is F. The screech owl's name is most misleading. According to the author, *the bird practically never utters a sound that can be described as a "screech."* In addition, ornithologist Roger Tory Peterson's description of the screech owl's call, *a mournful whinny, or wail*, provides evidence of this bird's misleading name.

- 9** The correct answer is C (general information followed by facts specific to each species).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

2007 Benchmark: LA.910.1.7.5 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 C. The author begins the article by providing the reader with general background information pertaining to owls. The author then divides the article into five sections, each devoted to a particular species of owl. In each section, the author gives facts and details unique to a particular species.

- 10** The correct answer is H (great horned owl and barred owl).

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.910.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is H. The great horned owl is 18–25 inches tall and weighs up to three pounds. Similarly, the barred owl is 17–24 inches tall, weighs two pounds, and has a wingspan of 44 inches. In contrast, the screech owl is 7–10 inches tall and has a 22-inch wingspan, whereas the barn owl grows 14–20 inches tall and weighs less than two pounds.

Article: “American Odyssey”

“American Odyssey” by Dayton R. Duncan, reprinted by permission of the author. All rights reserved. Photograph: “EXPLORERS WITH NATIVE AMERICAN GUIDE” Copyright © North Wind Picture Archives/Alamy. Map: Reprinted courtesy of the NOAA. All rights reserved.

- 11** The correct answer is D (as an account of some lasting effects of an extended adventurous voyage).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

2007 Benchmark: LA.910.6.1.1 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 title refers to Lewis and Clark’s trip as an *Odyssey*, which is synonymous with the “extended adventurous voyage” referenced in the correct answer. The word *inspires* in the subtitle is defined as “something that affects, guides, or motivates.” Therefore, the phrase *still inspires travelers 200 years later* clearly indicates that the article will focus on some lasting effects of Lewis and Clark’s expedition. There is no evidence in the title and subtitle that the article will be organized as an analysis of how travel has changed, as a chronological listing of multiple explorers, or as a descriptive guide.

- 12** The correct answer is I (progressing an average of twelve miles per day).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.4 The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2007 Benchmark: LA.910.1.7.3 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. According to the article, *Lewis and Clark would have defined substantial progress as making 12 miles a day.*

- 13** The correct answer is C (Only land travel offers genuine understanding of scale).

Type of Text: Informational

1996 Benchmark: LA.A.1.4.2 The student selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

2007 Benchmark: LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

The correct answer is C. Based on the sentence provided, the author presents his view that the only means of comprehending the vastness of the country is to travel by land *in all those seemingly endless, open, empty spaces*. Option C clearly restates or reinforces this idea.

14 The correct answer is I (sighting the Pacific Ocean from Cape Disappointment).

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.910.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is I. The author states . . . *as I stood mesmerized by the rolling breakers below, I felt a kinship with the explorers*. In addition, he says *Standing at the coast, I could share in their sense of satisfaction*. Furthermore, the author shares with the reader similar feelings of joy and satisfaction taken from Lewis and Clark's journal—*Great joy in camp and We are in View of the Ocean, this great Pacific Ocean which we [have] been so long anxious to see* . . . Through these comments, the reader can clearly understand that the emotions the author experienced were very similar to those Lewis and Clark felt.

15 The correct answer is A (traveled by land).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.2 The student determines the author's purpose and point of view and their effects on the text.

2007 Benchmark: LA.910.1.7.3 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 A. The author states that he was *traveling in the spirit of the Corps of Discovery, full of curiosity and wonder, eager to learn the lessons that only the road can teach*. As a result, he learned many lessons from traveling by land . . . *enduring lessons in bravery, perseverance, and the success that comes from working together* . . .

- 16** The correct answer is F (comparisons between his experiences and those of Lewis and Clark).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

2007 Benchmark: LA.910.1.7.5 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. Throughout the article, the author organizes his information by making comparisons between his experiences and those of Lewis and Clark. For example, at the beginning of the article, the author compares his amazement at the view of the vista from the bluffs of Cape Disappointment to similar feelings recorded in Lewis and Clark's journal when they reached their final destination. The author also states *I felt a kinship with the explorers* and *I could share in their sense of satisfaction*, providing the reader with additional examples of comparing his experiences with those of the explorers.

- 17** The correct answer is D (similarities between his impressions and those of the explorers).

Type of Text: Informational

1996 Benchmark: LA.A.2.4.2 The student determines the author's purpose and point of view and their effects on the text.

2007 Benchmark: LA.910.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

The correct answer is D. The author's use of quotations from Lewis and Clark's journals help the reader to see the strong similarity between his feelings, reactions, and experiences to those of the two captains as they crossed the continent to reach the Pacific. At the beginning of the article, the author recalls the time he first reaches Cape Disappointment and shouts *Ocean in view! O! the joy* from William Clark's journal as an expression of the joy and amazement he experienced upon seeing the Pacific himself. In addition, the author states, *Standing at the coast, I could share in their sense of satisfaction*, a feeling similar to that of Clark's as expressed in his journal entry *Great joy in camp*.

- 18** The correct answer is I (its destination).

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.910.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is I. The author's journey differed from that of Lewis and Clark's in many ways. For example, the author used his sister's old Volkswagen camper to cover the same distance in 60 days that took Lewis and Clark a year and a half to do on foot, horseback, and by canoe. Also, the author did not experience such hardships as illness, grizzlies, and near-starvation. The author states *Compared with their experience crossing the continent, mine was a summer vacation*; however, the author's destination was the same as that of the explorers, *to cross the continent and reach the Pacific by land*.

Notes

Notes



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