

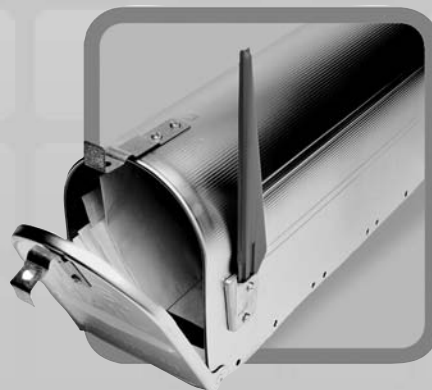
2008

FCAT

Florida Comprehensive Assessment Test®

TEACHER'S BOOKLET

READING



READING SAMPLE ANSWER KEY

GRADE

7

FCAT Sample Test Materials

These sample test materials are designed to help students prepare to answer FCAT questions. These materials introduce them to the kinds of questions they will answer when they take the FCAT and include hints for responding to FCAT questions. The FCAT Reading sample test materials for Grade 7 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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FCAT Reading Sample Answer Key



This book contains the answers to the FCAT Reading sample test questions as well as explanations for the answers. It also gives the Sunshine State Standards benchmark assessed by each item.

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

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Passage: “The Story of Clever Hans: The Horse Who Knew All the Answers”

“The Story of Clever Hans: The Horse Who Knew All the Answers” by Margaret Davidson, from *SEVEN TRUE HORSE STORIES* by Margaret Davidson. Copyright © 1977 by Margaret Davidson. Reprinted by permission of Scholastic Inc.

1 The correct answer is C (relaxation, tension).

Type of passage: Literary Text

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.

The correct answer is C. Of the four word pairs provided, *relaxation* and *tension* are the only words that are antonyms.

2 The correct answer is I (senses that the questioner is relaxing).

Type of passage: Literary Text

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

The correct answer is I. The passage lists *tiny signs of relaxation* (e.g., taking deeper breaths) that indicate to Hans that he has reached the correct answer and can stop counting.

3 The correct answer is C (Pfungst does not know the answer to the question).

Type of passage: Literary Text

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

The correct answer is C. The author states that many people had asked Hans questions that they knew the answers to. Professor Pfungst decides to ask Hans a question to which he does not know the answer himself.

4 The correct answer is I (determined and patient).

Type of passage: Literary Text

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. (Includes LA.E.1.3.2 recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)

The correct answer is I. By spending considerable time studying Hans and the many details of the horse's reactions to questions, Professor Pfungst shows that he is a *determined* and *patient* person.

5 The correct answer is C (anxiety).

Type of passage: Literary Text

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.

The correct answer is C. The sentences from the passage provide context clues to indicate that signs of tension might include tightened lips or twitching eyebrows. These signs indicate the observer is anxious.

6 The correct answer is I (by raising their heads).

Type of passage: Literary Text

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.

The correct answer is I. This is the only option that indicates an *upward motion*, which is described in the passage as the gesture Hans would need to see in order to nod "yes."

- 7** The correct answer is D (Situations are often different from the way they appear to be).

Type of passage: Literary Text

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.

(Includes LA.A.2.2.2 identifies the author's purpose in a simple text, and LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

The correct answer is D. The author presents a situation in which something that appears to be true (i.e., Hans is able to answer questions on his own) is actually proven by investigation to have a very different explanation.

- 8** The correct answer is F (amazed).

Type of passage: Literary Text

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. (Includes LA.E.1.3.2 recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)

The correct answer is F. This story focuses on a clever horse and the people who investigate the horse's perplexing ability to answer questions correctly. The author was amazed at Hans's ability to puzzle "... one expert after another for a long, long while."

Passage: “Sylvia Earle: ‘Her Royal Deepness’”

“Sylvia Earle: ‘Her Royal Deepness’” by Phyllis M. Stanley, from *American Environmental Heroes*, copyright © 1996 by Enslow Publishers, Inc. Photographs by AL GIDDINGS IMAGES, INC. Reprinted by permission of the author and the photographer.

9 The correct answer is B (worsening condition).

Type of passage: Informational Text

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.

The correct answer is B. In the sentence, the words *damage inflicted by pollution* provide the context needed to determine that *deterioration* indicates a *worsening condition*.

10 The correct answer is I (to determine how people react to underwater isolation).

Type of passage: Informational Text

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.

The correct answer is I. In her description of the project, the author states that biosphere experiments were conducted to determine how humans would react to extended isolation. She also states that successfully living in isolation far under the sea’s surface was the major accomplishment of the study.

11 The correct answer is C (During each project, she described the organisms she observed).

Type of passage: Informational Text

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

The correct answer is C. The only similarity between the Tektite II project and the *Deep Rover* project is that Earle describes organisms she observes. The other options are true for only one of the projects.

- 12** The correct answer is H (warn the public about the dangers of ocean pollution).

Type of passage: Informational Text

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

The correct answer is H. According to the article, after the Tektite II success, Earle was invited to speak and write articles. She used the opportunity to warn the public about ocean pollution.

- 13** The correct answer is D (went to a place no one had been before).

Type of passage: Informational Text

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

The correct answer is D. The author introduces the article by describing the similarity between Sylvia Earle and astronauts when the author writes: *She [Sylvia Earle] knew how the astronauts traveling to the moon must have felt. Sixty miles off the Pacific Coast, she was going where no scientist, explorer, or solo diver had ever gone before—to the deep frontier.*

- 14** The correct answer is F (to protect sea life from pollution).

Type of passage: Informational Text

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

The correct answer is F. Sanctuaries were first established after Earle did a long-term study in the Gulf of Mexico and noticed the harmful effects of pollution on plant life there. These sanctuaries were not established to serve as laboratories, resting places, or research facilities.

- 15** The correct answer is B (Sylvia Earle’s lifelong curiosity led her to become a marine scientist).

Type of passage: Informational Text

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.

(Includes LA.A.2.2.2 identifies the author’s purpose in a simple text, and LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

The correct answer is B. The author comments on Earle’s *unwavering curiosity about the ocean*, implying that it has motivated her educational and professional pursuits.

- 16** The correct answer is I (methods for exploring marine ecosystems).

Type of passage: Informational Text

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. (Includes LA.A.2.3.6 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; and LA.A.2.3.7 synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)

The correct answer is I. Although the article mentions ocean pollution, photosynthesis, and the classification of deep-sea animals, the article focuses on the methods Earle and her colleagues used to explore marine ecosystems.

Notes

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