2007

FCAT

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Student Name

READING

Reading

Sunshine State Standards

Test Book

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GRADE

6

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The Administrator
Assessment and School Performance
Florida Department of Education
Tallahassee, Florida 32399-0400

SSS Reading

This test measures how well students are achieving the benchmarks in Florida's Sunshine State Standards.

Table of Contents

After you have read each article, passage, essay, or poem, answer the questions in this Test Book.

Read the story "New Kid" before answering Numbers 1 through 7.

New Kid

by Dori Hillestad Butler

Kayla hated being the new kid. She hated being stared at. The boy who sat across from her had been staring at her since she sat down.

Kayla was about to tell him to take a picture, it lasts longer, when suddenly he said, "Nice shirt."

Kayla glanced at her AAU Junior Olympics shirt.

"I've got one just like it at home," the boy said.

"You were at the Junior Olympics?" Kayla asked. What were the odds of her running into another Junior Olympics competitor at her new school?

"Yup. Basketball," he said proudly. "What's your sport?"

"Table tennis," Kayla replied.

"Oh." He rolled his eyes.

Kayla had seen that reaction before. She crossed her arms. "I suppose you think table tennis isn't a *real* sport," she said.

"Well, you have to admit Ping-Pong just isn't as physical as basketball." Kayla cringed[1] when he said Ping-Pong. "It's a rec room game," he went on. "Like pool. Or checkers."

"Maybe you and I should play a match sometime," she said.

[1] **cringed:** made a face or flinched

He smiled as though this was the most ridiculous thing he'd ever heard. "You're challenging *me?*" he asked. He turned to the boy who sat behind him.

That boy raised his eyebrows as if Kayla were foolish to challenge the other boy to *anything*.

Kayla ignored him. "Are you up to a challenge?" she asked the first boy.

"Name the time and place," he said.

"My house. After school today," Kayla said.

"You got it," he said.

Later Kayla found out the boy's name was Michael Savitch. She also found out Michael didn't just play basketball. He played practically everything.

"Do you really think you can beat him?" asked a girl named Holly.

"Maybe," Kayla said.

"Could we watch?" asked Holly's friend Mindy.

"Sure," Kayla said.

Holly and Mindy invited Kayla to eat lunch with them. They introduced her to Jessica. Jessica introduced her to Paula. Paula introduced her to Sara. And each time, Kayla was introduced as "the girl who's going to beat Michael Savitch at table tennis."

"Wow!" Each girl looked at Kayla with admiration.

Was Michael really *that* good? Kayla wondered. What if she made a fool of herself? What if Michael actually beat her? Would Holly, Mindy, Jessica, Paula, and Sara still want to be her friends?

Kayla's mom looked surprised when Kayla came home with nine people that day. "We're going to play some table tennis," Kayla said.

Kayla grabbed a bag of apples from the fridge and headed down to the basement. The other kids clattered down the stairs behind her.

"We'll have to move some boxes," Kayla said. "We're not quite moved in yet."

"No problem," Michael said. He and the boys picked up the boxes at one end of the table and set them around the corner. Kayla and the girls moved the boxes from the other end of the table.

The boys stopped when they had cleared a six-foot area behind the table. "You need to clear all the way to the wall," Kayla said.

"What for?" one of the boys asked. "Are we here for Ping-Pong or cheap labor?"

"Table tennis," Kayla said through gritted teeth. "And I need lots of room to play."

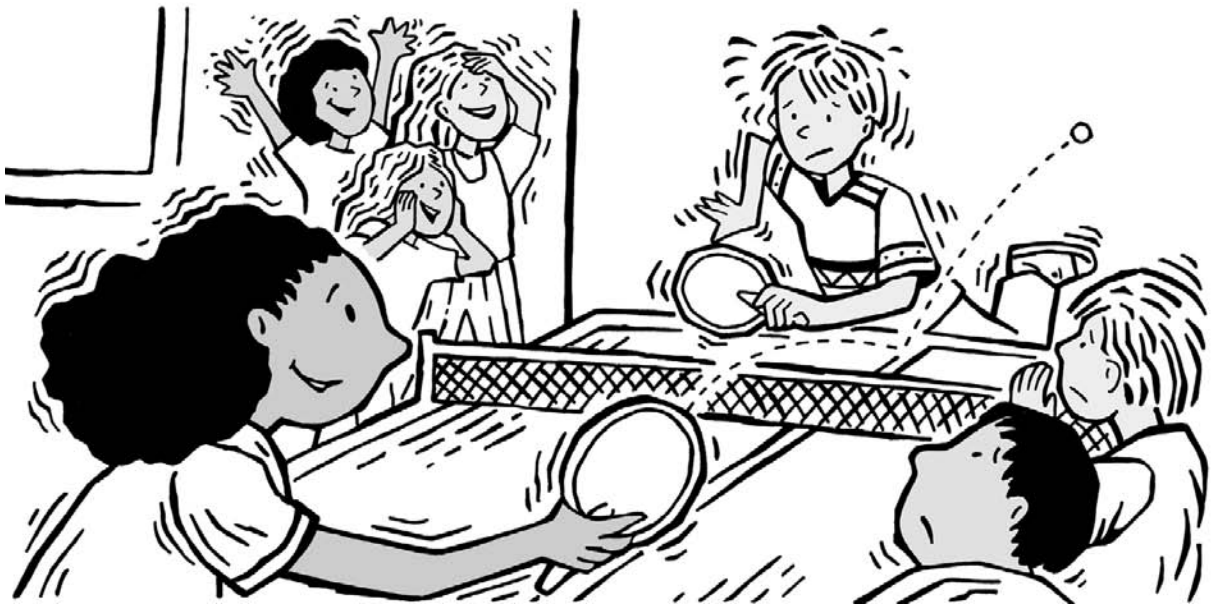
"OOOOO," said the boys. But they grudgingly moved the rest of the boxes. Kayla crawled under the table and opened the box labeled table tennis supplies.

When everything was set up, Michael asked, "Could we warm up a little?"

"Sure," Kayla said.

The girls lined up along one side of the table. The boys lined up along the other. The only sound in the room was the *plink plunk* of the ball as it bounced from court to court.

If Michael had any tricks, he didn't show them during their easy volleys. Kayla didn't show hers either.



"You ready to play?" Kayla asked.

Michael nodded. He won the serve, and the game began. Michael wasn't bad. But Kayla was better.

Michael's main problem was not knowing when to go for the kill shot. He also got confused when Kayla gave him a loop shot.

Kayla had Michael running all over his court. The kids who were watching the game had to move away from the table so they wouldn't get plowed over. Kayla won the first game 21 to 7. The girls cheered and the boys groaned.

"That's O.K.," Michael panted. His damp hair was plastered to his forehead. "I'm warmed up now."

Sure you are, Kayla thought to herself. She hadn't even shown him her sidespin yet.

The second game was over even faster than the first. Kayla won that one 21 to 5. The girls jumped up and down, clapping. "She won!" Holly cried. "She beat Michael Savitch!" Mindy yelled.

Kayla bounced the ball on the table a few times and looked over at Michael. "Still think table tennis isn't a physical game?" she asked.

Michael wiped his face with the bottom of his shirt. He didn't say anything.

"Should we try another nonphysical game?" Kayla asked. "Maybe eightball?"

Michael eyed the pool table wearily. "Give me a few days to practice up first," he said.

Kayla smiled. She'd made her point. Good thing, too. She was awful at pool.

"New Kid" by Dori Hillestad Butler. Used with permission of the author.

Answer Numbers 1 through 7. Base your answers on the story "New Kid."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

1 At the end of the story, Kayla smiles because she has

3% **A.** made friends at her new school.
14% **B.** defeated the best athlete at school.
83% **C.** shown that table tennis is a real sport.
1% **D.** taught classmates how to play table tennis.

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	conclusions/inferences	Moderate

2 When the story begins, how is Michael's view of table tennis different from Kayla's?

83% **F.** He thinks that table tennis is only played for fun, but Kayla thinks it is a serious sport.

3% **G.** He believes that table tennis is harder to play than pool, but Kayla believes pool is the harder game.

3% **H.** He thinks that table tennis is a game only for girls, but Kayla thinks that boys can also enjoy the game.

11% **I.** He believes that table tennis is as challenging as basketball, but Kayla believes that table tennis is more difficult.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	contrast	Low

3 What does Kayla reveal about her character when she challenges Michael to a table tennis match?

12% **A.** Kayla delights in playing table tennis.
65% **B.** Kayla is sure of her ability to play table tennis.
5% **C.** Kayla wants to embarrass Michael in front of his friends.
18% **D.** Kayla thinks that any girl can play as well as Michael can.

Benchmark	Content Focus	Content Difficulty
LA.E.2.3.1	character development	Moderate

4 Which detail from the story best illustrates the idea that Michael is one of the best athletes in school?

24% **F.** Michael wants to warm up before the match.

6% **G.** Michael becomes upset when he loses to Kayla.

68% **H.** The girls admire Kayla for challenging Michael to a game.

2% **I.** The boys agree to help Michael move boxes before the match.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.8	strong vs. weak argument	Moderate

5 What causes Kayla to have doubts that she can defeat Michael?

26% **A.** Michael wins the first serve.

15% **B.** Michael asks to warm up before the game.

3% **C.** She loses the chance to use her sidespin shot.

56% **D.** The other girls get excited when they hear about the match.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Moderate

6 Which detail from the story best supports the idea that Michael's friends do not expect the table tennis game to be physical?

6% **F.** Only the girls ask if they can watch the game.

71% **G.** The boys clear only a small space around the table.

9% **H.** Only a few boys and girls show up to watch the game.

14% **I.** The boys and girls line up on opposite sides of the table.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.8	validity/accuracy of information	High

7 After the table tennis match, Kayla offers to play pool with Michael. What is the purpose of this invitation?

1% **A.** to play a game that the others can join

12% **B.** to give Michael a chance to win a game

4% **C.** to show the others her skills in a different game

83% **D.** to make a point with Michael about nonphysical games

Benchmark	Content Focus	Content Difficulty
LA.E.2.3.1	plot development (including flashback and foreshadowing)	Moderate

Read the article "The Early Systems" before answering Numbers 8 through 19.

The Early Systems

The history of inventions leading up to the modern computer is a story of people striving to create machines that automate many tasks that today we take for granted, such as adding up long strings of numbers, controlling airplanes in flight, or helping surgeons locate tumors. Many of the earliest methods of recording and counting data are shrouded[1] in mystery. In England you can visit Stonehenge, where a mysterious collection of large stones has stood since 1,500 B.C. Scientists have never discovered the stones' purpose. However, by observing the way the sun shines between the stones, many people believe Stonehenge was used to predict the seasons and eclipses of the sun and the moon.

An Aerial View of Stonehenge

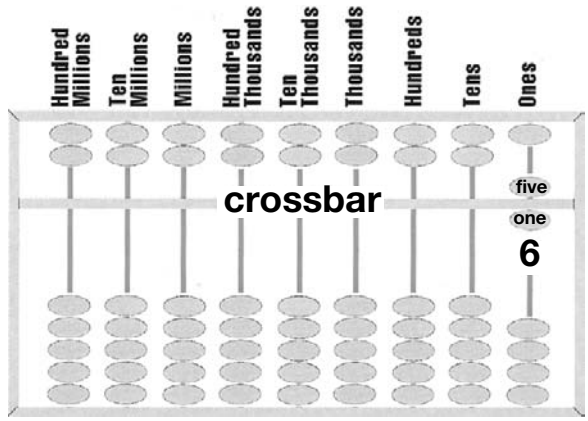
Another early method of computing was a brass calculator, which existed in Spain nearly 1,000 years ago. The machine was shaped like a human head, with numbers instead of teeth. The shape became its undoing; a group of priests was afraid the machine was supernatural, and destroyed it.

In early recorded history, calculators that used the sun, or objects in the night sky, were developed to help early navigators explore the world beyond the Tigris-Euphrates Valley of southwestern Asia. One such device, traced to the first century, was recovered from a sunken ship near Greece. It worked with a system of gears designed to track the orbits of stars and planets. These orbits became the marked routes for ocean-going vessels.

In ancient Rome and Greece, one of the earliest machines ever used for processing numbers was the abacus. This simple collection of beads has been used for centuries in

[1] **shrouded:** hidden

China and other Asian countries. The abacus is built with columns of beads attached to a rectangular wooden frame. Inside the wooden frame is a crossbar that separates each column of beads into two sections. In the Chinese version there are two beads above the bar and five below. Each bead below the bar means one, and each bead above means five. By pushing the beads toward the bar, the beads can be combined to represent numbers. For example, if one bead above the bar (five) is pushed against it, and one below the bar (one) is pushed against it, this equals a total of six.



On the abacus, the number 6 is represented by a One bead and a Five bead on the Ones wire.

Each column of beads means a different range of numbers. The first column represents ones, the second tens, the third hundreds, etc. With a number of columns, numbers in the billions can be shown. By shifting beads, addition, subtraction, multiplication, and division are quickly completed. Because values are shown by positions, the abacus is very valuable in teaching arithmetic to blind students.

Experienced users operate the abacus very quickly. After World War II, a speed contest was arranged in Japan between the fastest calculator operator in the U.S. Army and an employee of the Japanese Post Office using an abacus. The American was defeated easily by the shifting beads of his opponent.

Charles Babbage

Although the computer as we know it didn't exist until the 1940s, there were two men who lived in the 1800s who had a strong influence on these machines. The first man was Charles Babbage. He was born in England in 1792 and is recognized as the father of the modern computer. This is really amazing since the first one wasn't built until 150 years after Babbage was born.

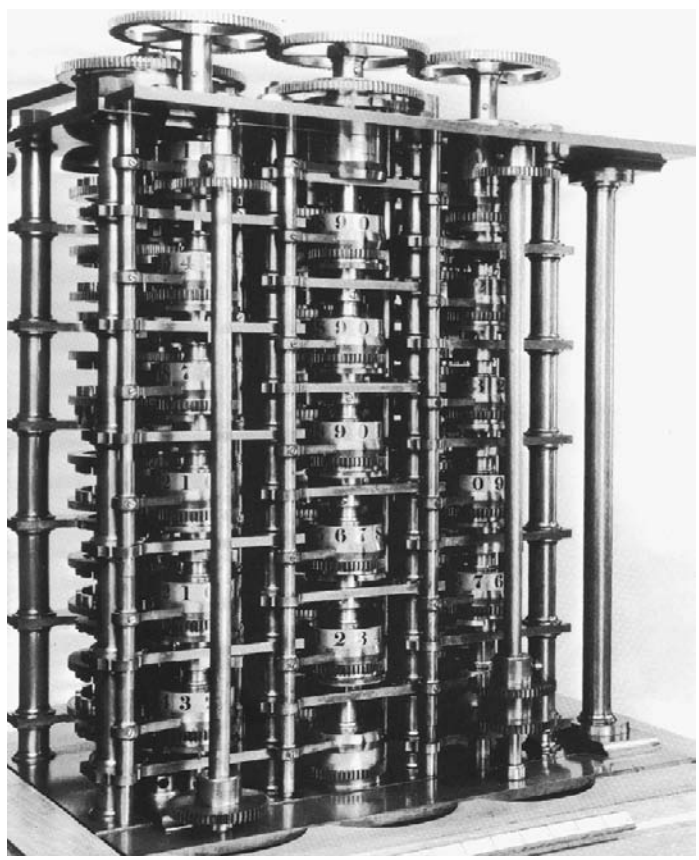
Babbage was considered a genius at a very young age. By the time he was 19, he advised the leading mathematicians in England. He was also very curious, and loved to invent things. One of his inventions is the "cow catcher," a sloping piece of metal on the front of train locomotives designed to throw objects off the track before the train hit them.

Another of Babbage's inventions is the modern concept of our postal system. His idea was to charge the same amount for mailing a letter no matter where in England it was going. This was a big improvement over the old system, where every letter could cost a different amount. The same principle is used today in the United States.

Charles Babbage, mathematician and inventor of the calculating machine.

In 1830 Babbage designed a machine called the "Analytical Engine." It became the basis of most modern computers. The design called for a huge machine—a complex collection of gears, shafts, and chains—to be run by a steam engine. Money for the project was provided by the English government, but halfway through construction funding was halted, and the machine was never finished.

The whole idea of the "Analytical Engine" would have been lost if it weren't for a woman who worked with Babbage. Lady Ada Byron wrote down everything that Babbage planned for the machine. She also wrote out detailed mathematical steps the "engine" would follow to solve a problem. Because of her work, some people call Lady Byron the first computer programmer. Her notes were very complete and were used over 100 years later to teach people the principles of the stored-program computer.



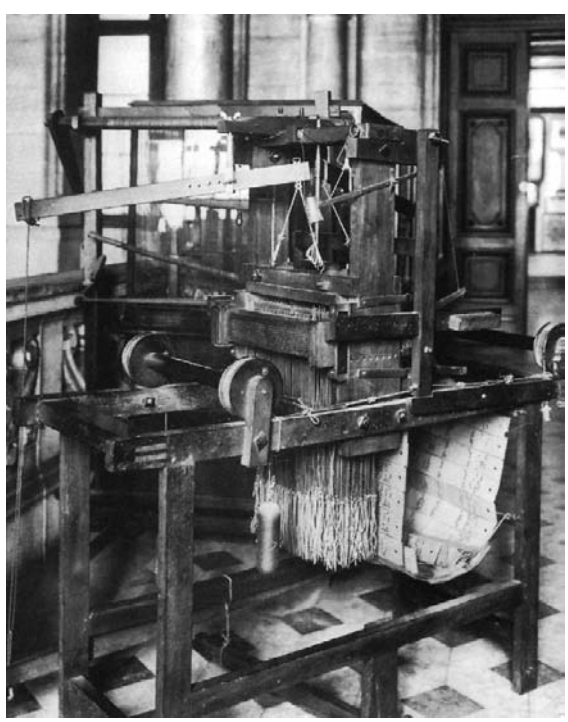
The Analytical Engine

The calculating machine on which Charles Babbage worked for 37 years.

Joseph Jacquard

The second person from the 1800s who influenced the development of computers was a cloth weaver from France named Joseph Jacquard. In the early 1800s, it was almost impossible for weavers to duplicate patterns. The different color threads had to be inserted into the weaving machine at exactly the same place so the cloth would look the same each time.

Jacquard invented a loom with wooden paddles or cards punched with holes. Only certain wires passed through the holes, which controlled the loom. To prove to skeptics[2] how well the card system worked, Jacquard made a large piece of cloth with his portrait woven into it.



Original model of the loom invented by Joseph Jacquard, utilizing punched cards.

French inventor Joseph Marie Jacquard (1752-1834).

Then he had the portrait woven again—and it looked exactly the same as the first. Babbage planned to use Jacquard's punched paddles to store information and to read it into his "engine."

After the demonstration, weavers in France were afraid the loom would put them out of work. But the loom actually created *more* jobs. The Jacquard loom was soon recognized as a major improvement in the weaving industry—more than 11,000 of them were installed in France alone.

[2] **skeptics:** those who did not believe what was said

Answer Numbers 8 through 19. Base your answers on the article "The Early Systems."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

8 What is the main idea of "The Early Systems"?

21% **F.** The abacus is the earliest form of computer.

64% **G.** The development of the computer spans many centuries.

4% **H.** Lady Ada Byron's role in the computer's origin is often overlooked.

11% **I.** The world would be very different if Babbage's machine had been finished.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	main idea/essential message	Moderate

9 With which statement would the author of "The Early Systems" most likely agree?

13% **A.** Computers help us most by performing routine scientific tasks.

12% **B.** Computers provide the easiest way to practice mathematical tasks.

59% **C.** Computers perform advanced tasks but are based on ideas of long ago.

15% **D.** Computers have increased in size as their tasks have become more complicated.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's point of view	Moderate

10 Which two words from the article have almost the same meaning?

13% **F.** combined, shaped
60% **G.** designed, planned
11% **H.** arranged, invented
16% **I.** discovered, recorded

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	analyze words/text	Moderate

11 The author's main reason for writing "The Early Systems" was

64% **A.** to discuss the development of the computer.
12% **B.** to provide the history and purpose of Stonehenge.
6% **C.** to tell how Charles Babbage created his Analytical Engine.
18% **D.** to show how modern mathematics developed from the abacus.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's purpose	Moderate

12 According to "The Early Systems," what was most likely the purpose of Stonehenge?

4% **F.** to assist sailors in navigation
76% **G.** to predict eclipses and seasons
8% **H.** to add and subtract large numbers
11% **I.** to teach people about stored information

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	details/facts	Low

13 Why is the abacus useful for teaching arithmetic to blind students?

71% **A.** Blind students can feel the location of the beads.
9% **B.** Blind students can hear the movement of the beads.
7% **C.** Blind students can use the abacus to understand computers.
13% **D.** Blind students can use the abacus to show the steps in a problem.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Moderate

14 Read this sentence from the article.

The American was defeated easily by the shifting beads of his opponent.

What does the author mean by this statement?

29% **F.** The American was not as good at using an abacus as his Japanese opponent.

45% **G.** The Japanese abacus user proved faster than the U.S. Army's calculator operator.

12% **H.** The sound of the abacus's shifting beads distracted the American calculator operator.

13% **I.** The U.S. Army's calculator operator was not able to understand the abacus's shifting beads.

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	analyze words/text	Moderate

15 Why does the article include information about the "cow catcher" and uniform mailing rates?

13% **A.** to show that Babbage advanced travel more than he advanced the postal service

17% **B.** to discuss the calculating machines that came before the modern computer

62% **C.** to support the idea that Babbage was both intelligent and inventive

7% **D.** to emphasize how valuable inventions outlive worthless ones

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's purpose	Moderate

16 The main reason Charles Babbage is considered the father of the modern computer is because he

53% **F.** designed the Analytical Engine.
7% **G.** revolutionized the postal system.
31% **H.** worked on the first computer with leading mathematicians of his day.
7% **I.** included the punched paddles of the Jacquard loom in his computer design.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.8	strong vs. weak argument	Moderate

17 What prevented Babbage from completing his work on the Analytical Engine?

55% **A.** He did not have enough money to continue.
18% **B.** He could not find a way to power his machine.
13% **C.** The research notes that explained his plan were lost.
13% **D.** The leading mathematicians refused to accept his plan.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Moderate

18 What major improvement did Jacquard's invention bring to the weaving industry?

19% **F.** It could weave portraits into cloth.

15% **G.** It could weave large pieces of cloth.

9% **H.** It could solve mathematical problems.

55% **I.** It could repeat desired patterns exactly.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	main idea/essential message	Moderate

19 Why were weavers originally unhappy about Jacquard's invention?

10% **A.** They thought people would only hire weavers who could do portraits.

12% **B.** They thought the machines could not guarantee a quality fabric.

11% **C.** They thought people would not want woven cloth anymore.

65% **D.** They thought the machines would replace human weavers.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	details/facts	Low

The following questions 20–24 were derived from the passage "Mexican Cooking" by R. Conrad Stein and the poem "Ode to La Tortilla" by Gary Soto contained in the actual 2007 Reading Grade 6 Test. However, permissions for reproducing these passages in an online format have not been granted by the authors and/or publishers. To request a copy of these reading passages, contact the Office of Assessment and School Performance at (850) 245-0513 or use our Customer Feedback Form at http://data.fldoe.org/asp_feedback/. Please provide your name, mailing address, the passage name, and the title of the FCAT publication from which the passage is missing.

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Answer Numbers 20 through 24. Base your answers on the article "Mexican Cooking" and the poem "Ode to La Tortilla."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

20 Which sentence best describes R. Conrad Stein's point of view on Mexican food?

11% **F.** He prefers Tex-Mex food to Mexican food.

4% **G.** He is interested in learning about Mexican hot sauces.

10% **H.** He thinks the tortilla is the best ingredient in any Mexican dish.

74% **I.** He wants to inform people about Mexican food and encourage them to try it.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's point of view	Moderate

21 Which statement best supports R. Conrad Stein's opinion that Mexican cooking is a fine art?

3% **A.** Mexican dishes contain very little cheese.
61% **B.** Mexican cooking requires much time to perfect.
23% **C.** There are Mexican restaurants all over the world.
13% **D.** Tortillas give Mexican cooking its tempting flavor.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.8	strong vs. weak argument	High

22 What is the last step in making Tacos de Picadillo?

17% **F.** to warm the tortillas on the stove
3% **G.** to fry the onion and garlic until soft
77% **H.** to wrap some of the meat in a tortilla
3% **I.** to brown the beef and pour out the fat

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	patterns of organization	Low

23 Read these lines from the poem "Ode to La Tortilla."

. . . The tortilla
Dances in my hands
As I carry it

Which sentence best explains what is happening in these lines?

2% **A.** The tortilla is too large to fit in the narrator's hands.

80% **B.** The narrator is bouncing the tortilla in his hands because it is hot.

10% **C.** The tortilla is sliding out of the narrator's hands because of the butter.

8% **D.** The narrator is running to the dish towel with the hot tortilla in his hands.

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	conclusions/inferences	Moderate

24 Read this sentence from the poem "Ode to La Tortilla."

The sparrow will drop
Like fruit
From the tree
To stare at me
With his glassy eyes.

Gary Soto compares the sparrow to fruit dropping from a tree because the sparrow will

21% **F.** land with a thud.
7% **G.** land after a bounce.
9% **H.** float softly to the ground.
63% **I.** fly quickly to the ground.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	comparison	High

Read the article "Ladybugs" before answering Numbers 25 through 30.

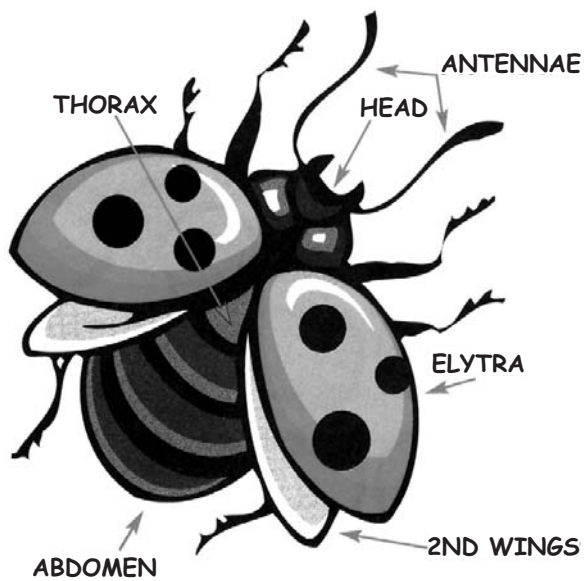
LADYBUGS

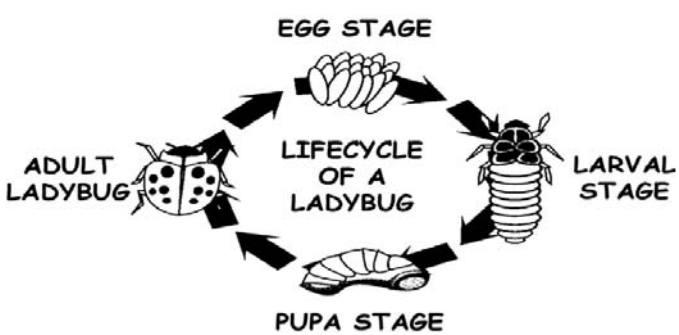
by Jennifer Galvin

Ladybugs have captured the hearts of people everywhere. These helpful beetles are fun to watch and enjoy. What you may not know about ladybugs is how helpful they are to the plants around your neighborhood. Farmers and gardeners like ladybugs because they eat insects that could harm plants. There are many questions that we would like to answer about these insects.

What do ladybugs look like?

Ladybugs are beetles. They are insects and have six legs. Ladybugs have three main parts to their bodies: the head, the thorax, and the abdomen. On their heads, they have two antennae that are sensitive to smell and touch and two sets of compound eyes. Ladybugs have two sets of wings. The ladybug's shell, the elytra, is actually its first set of wings. When the ladybug opens up the elytra, then the second set of wings are visible. The second, thin pair of wings, which are normally kept folded under the elytra, are the wings the ladybug mainly uses to fly. The elytra provide lift.





Do ladybugs look like ladybugs when they are born?

When a ladybug is born, it is not the red-orange beetle with black spots that you are used to seeing in your garden. Ladybug larvae hatch from eggs and begin a process called metamorphosis. This metamorphosis, or change, starts when the female ladybug lays several yellow eggs on a plant where aphids[1] or scale insects are found, so her young will have plenty of food when they are born.

[1] **aphids:** small insects that feed on plant sap

The eggs gradually turn white. Ladybug larvae are white when they are born. After they hatch, the larvae turn black. The black ladybug larvae are already helpful to the plants on which they are born, because they are born ready to eat aphids or other harmful insects. Each larva can eat several aphids a day.

Each larva must molt, or shed its skin, at least three times before it is ready to enter the next stage of metamorphosis. After it has molted three times, the larva attaches itself to a leaf or stem with a sticky substance and emerges as a pupa. The pupal case is orange with black spots, but it still does not look much like the ladybugs you are used to seeing.

After about five days, a fully grown, but soft and light orange ladybug emerges from the pupal case. In the hours afterwards, the ladybug's shell hardens and its true colors and spots appear. Different species of ladybugs have different numbers of spots and different colorings.

Are all ladybugs red with black spots?

There are many different types of ladybugs. They can be red, orange, or gold with black spots. They can also be black with red, orange, or gold spots.

There are even some ladybugs that are gray or brown. There are about 4000 different species of ladybugs around the world. There are approximately 150 types in the United States. Ladybugs are hard to tell apart by their spots alone. Ladybugs of the same species can have different numbers of spots.

Where do ladybugs live?

Ladybugs live where they can find the bugs that they like to eat, mainly aphids and scale bugs. Aphids live mainly on alfalfa, wheat, and roses. Scale insects live mainly in apple and orange orchards. A good place to look for ladybugs would be near the places these plants grow. Ladybugs will stay in an area as long as there is enough food.

How long do ladybugs live?

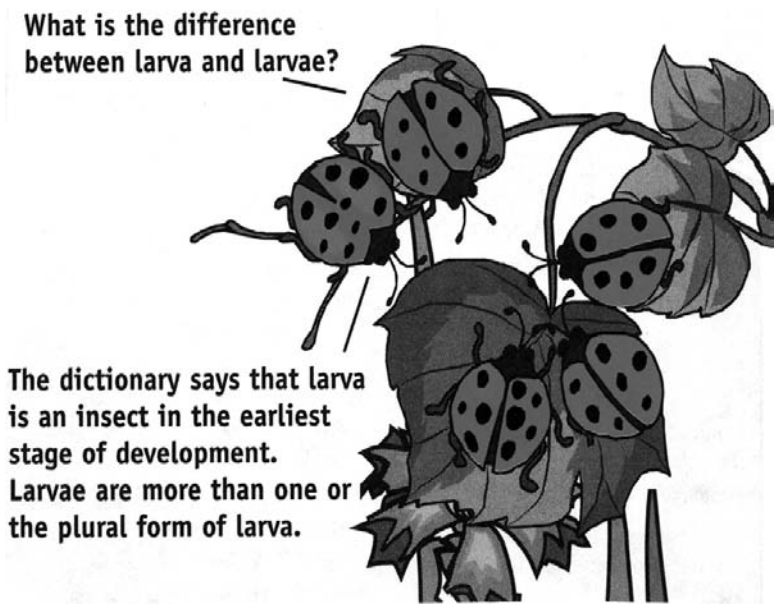
During warm summer months, ladybugs live about three to four weeks. Females mate and lay eggs so new ladybugs hatch to replace the ladybugs that die. When winter gets close and the weather starts getting cold, ladybugs hibernate. Ladybugs born when winter is coming can live for up to six months.

Where do ladybugs hibernate?

Ladybugs hibernate wherever they can find a place away from the cold. Many choose to gather together to hibernate. Ladybugs might hibernate inside rock crevices and under fallen leaves.

How do brightly colored ladybugs hide from predators?

They don't hide. Their bright color keeps the predators away. Birds and other predators that have tasted a ladybug know they don't taste very good. They are very bitter. Birds see that same bright color and know to stay away from the ladybug. Unfortunately the first ladybug has to be a sacrifice so the bird can learn. Ladybugs also roll over and play dead to look less appetizing. They ooze bitter orange liquid from their leg joints when they are frightened. Not very appealing for the predator's appetite!



Answer Numbers 25 through 30. Base your answers on the article "Ladybugs."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

25 The author organizes the article by

20% **A.** explaining the life stages of a ladybug in order.
6% **B.** listing the important parts of the body of a ladybug.
69% **C.** presenting a series of questions and answers about ladybugs.
6% **D.** using a personal experience to share information about ladybugs.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	patterns of organization	Moderate

26 What is NOT a function of the ladybug's elytra?

8% **F.** hiding the thin wings
20% **G.** covering the body
56% **H.** flying forward
16% **I.** providing lift

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.5	locates, organizes, and interprets information	Moderate

27 Which two words from the article have almost the same meaning?

66% **A.** molt, shed
2% **B.** gather, hatch
27% **C.** change, process
6% **D.** grow, hibernate

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	analyze words/text	Moderate

28 According to the article, the preferred diet of ladybugs is made of

3% **F.** bird and insect eggs.
82% **G.** aphids and scale bugs.
8% **H.** pupae and black larvae.
7% **I.** beetles and flying insects.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	details/facts	Low

29 The best place to look for ladybugs is

22% **A.** in flower beds.

9% **B.** in piles of leaves.

6% **C.** in rocky areas and grassy yards.

63% **D.** in wheat fields and apple orchards.

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	conclusions/inferences	Moderate

30 According to the article, in which situation would a bird most likely prey on a ladybug?

7% **F.** when the bird is hungry for ladybugs
11% **G.** when the ladybug exhibits colorful spots
8% **H.** when the ladybug gives off a sticky liquid
75% **I.** when the bird is unfamiliar with ladybugs

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	conclusions/inferences	Moderate

The following questions 31–39 were derived from the passage "A River Doesn't Have to Die" by Lilian Moore contained in the actual 2007 Reading Grade 6 Test. However, permission for reproducing that passage in an online format has not been granted by the author and/or publisher. To request a copy of this reading passage, contact the Office of Assessment and School Performance at (850) 245-0513 or use our Customer Feedback Form at http://data.fldoe.org/asp_feedback/. Please provide your name, mailing address, the passage name, and the title of the FCAT publication from which the passage is missing.

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Answer Numbers 31 through 39. Base your answers on the poem "A River Doesn't Have to Die."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

31 What was the main reason the river became polluted?

23% **A.** The human population near the river increased.

54% **B.** Too little attention was paid to materials entering the river.

15% **C.** Objects had collected in the river from earlier historical events.

7% **D.** Unusually dry weather caused the water level of the river to fall.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Moderate

32 Both the poem and the text in the shaded box suggest that the author helped to protect the river by

53% **F.** convincing people of the river's importance.
4% **G.** encouraging people to stop fishing from the river.
19% **H.** writing newspaper articles about the river's recovery.
24% **I.** organizing volunteers to remove garbage from the river.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.5	synthesizes information (multiple sources)	High

33 Based on the poem and the text in the shaded box, what is the central idea that the author develops about the Hudson River?

17% **A.** that a drought exposed the extent of its decay
17% **B.** that its waters were used safely throughout history
58% **C.** that human actions led to its decline and its restoration
8% **D.** that its past is linked to the history of Native Americans

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	main idea/essential message	High

34 In what way is the information presented in the poem similar to the information presented in the shaded box?

61% **F.** Both tell how the author feels about the river.

14% **G.** Both describe the population that lives along the river.

13% **H.** Both tell about the law that was passed to save the river.

12% **I.** Both describe the garbage discovered at the bottom of the river.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.5	synthesizes information (multiple sources)	High

35 Read these lines from the poem.

It has borne the canoes of
Mohicans and Senecas
and the ships of explorers
from a distant world.

Based on these lines, what does the word *borne* mean?

67% **A.** carried
16% **B.** damaged
5% **C.** halted
11% **D.** raised

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	context	Moderate

36 When the author writes that "the river was dying," she is most likely referring to a river

11% **F.** with a history that has long been overlooked.

74% **G.** with water that is too polluted to support life.

5% **H.** that is governed by law rather than by nature.

10% **I.** that has run dry due to lack of water conservation.

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	conclusions/inferences	Moderate

37 Read this sentence from the shaded box.

The river flows for more than three hundred miles on its journey to the sea.

In the shaded box, why does the author mention the length of the river?

10% **A.** to identify the role of bordering states in preserving the river
10% **B.** to suggest that the river is too large to be affected by cleanup efforts
7% **C.** to prove that she is an expert on the countryside surrounding the river
73% **D.** to emphasize the large environmental area affected by the condition of the river

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's purpose	Moderate

38 Which line from the poem best shows how the author gives the river human characteristics?

66% **F.** "Slowly, the wounded river healed."

15% **G.** "Those who loved the river mourned."

12% **H.** "This river has flowed through history."

7% **I.** "'The waters of this river must be clean again.'"

Benchmark	Content Focus	Content Difficulty
LA.E.2.3.1	figurative language (symbolism, metaphor, etc.)	Moderate

39 Based on both the poem and the shaded box, with which statement about the Hudson River would the author most likely agree?

5% **A.** Newspaper articles about the river are often inaccurate.

13% **B.** Large crowds are responsible for the damage to the river.

8% **C.** People should tell others about the discovery of the river.

74% **D.** People who care for the river should take action to preserve it.

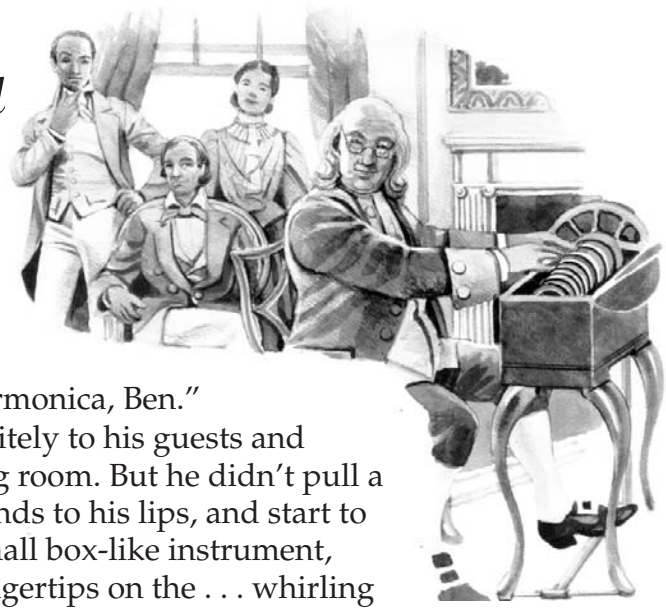
Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's point of view	High

Read the article "Ben's Harmonica" before answering Numbers 40 through 45.

Ben's Harmonica

by Barbara C. Wessinger

Illustration by Barbara Kiwak



"GIVE US A TUNE on your harmonica, Ben."

Ben Franklin nodded politely to his guests and sauntered across his drawing room. But he didn't pull a mouth organ from his pocket, cup his hands to his lips, and start to blow a tune. Instead, he sat down at a small box-like instrument, pumped its foot pedal, and placed his fingertips on the . . . whirling glass bowls!

Although we know him best as a statesman and scientist, Ben Franklin was also the first American to invent an important musical instrument—the glass harmonica, or *armonica* as Franklin called it. The glass harmonica consisted of a series of graded[1] glass bowls arranged one inside another along the length of a horizontal spindle. Pumping the foot pedal turned the spindle, rotating the bowls through a trough of water inside the instrument. The player applied his or her fingers to the wet rims of the bowls, producing soft, clear tones similar to the sounds you get when you run your finger around the wet rim of a water goblet.[2]

Ben got the idea for the glass harmonica after hearing a talented musician in London perform an entire concert on crystal glasses. Delighted by the dulcet[3] tones, Franklin began thinking of a better way to produce music on glass, something easier to play and transport than individual goblets with varying amounts of water inside. He built the first model of the armonica in 1761 and gradually perfected the instrument. To get tones ranging over three octaves,[4] Ben used thirty-seven glass basins in twenty-three assorted sizes; the thickness of the glass determined the variations in tone for same-sized bowls.

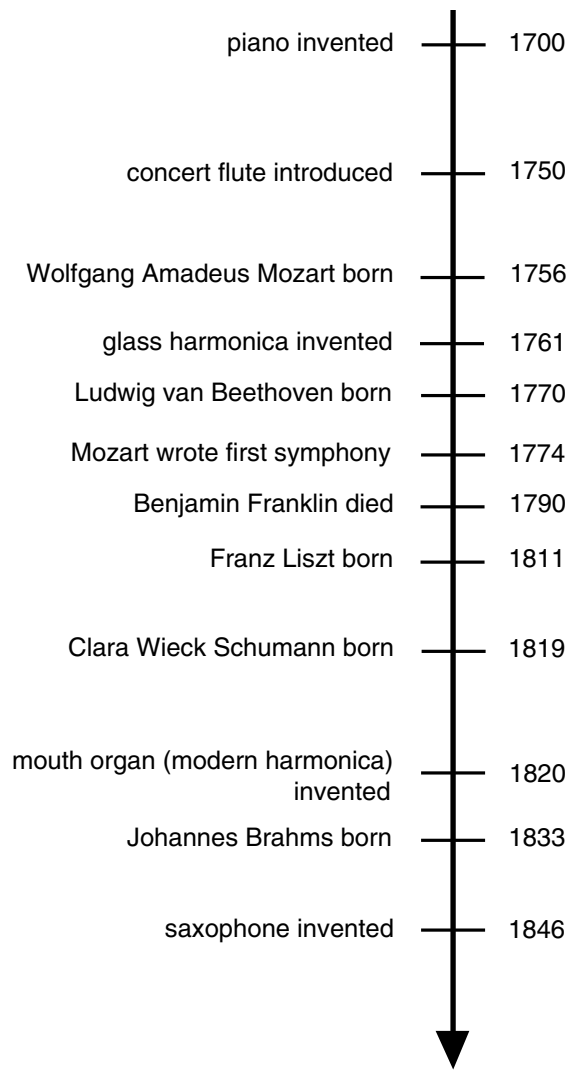
In 1764 a young musician, Stephen Forrage, gave the first glass harmonica concert in Philadelphia, and the audience is said to have admired the "sweetness and delicacy of tone" of the new instrument. For a while the glass harmonica became quite popular in both the United States and Europe. When an English musician, Marriane Davies, introduced it in Vienna in 1773, the seventeen-year-old Mozart was so intrigued[5] that he wrote a composition for the armonica, with parts for flute, oboe, viola, and cello.

[1] **graded:** put in order by size
[2] **goblet:** a glass
[3] **dulcet:** sweet-sounding
[4] **octaves:** a series of eight musical tones
[5] **intrigued:** interested or curious

Although the delicate tones of the glass harmonica were perfect for drawing-room musicales[6] 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, especially over the booming brass of orchestras.

[6] **musicales:** small musical programs

Time Line of Composers and Musical Events from 1700 to 1850



"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.

Answer Numbers 40 through 45. Base your answers on the article "Ben's Harmonica."

The correct answer for each multiple-choice question is circled. To the left of each answer choice is the percentage of students who chose that answer.

40 What was the author's purpose for writing "Ben's Harmonica"?

17% **F.** to describe Ben Franklin's musical talents

61% **G.** to describe the glass harmonica that Ben Franklin built

13% **H.** to tell about Ben Franklin's life as an inventor and a statesman

9% **I.** to compare Ben Franklin's harmonica with modern harmonicas

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.2	author's purpose	Moderate

41 Read this sentence from the article.

> **The player applied his or her fingers to the wet rims of the bowls, producing soft, clear tones similar to the sounds you get when you run your finger around the wet rim of a water goblet.**

In which sentence does the word *applied* have the same meaning that it has in the sentence from the article?

11% **A.** The same rule applied to both problems.

74% **B.** The nurse applied the ointment to her skin.

6% **C.** His brother applied for admission to school.

9% **D.** She applied herself in order to learn to play chess.

Benchmark	Content Focus	Content Difficulty
LA.A.1.3.2	analyze words/text	Moderate

42 When did Ben Franklin first get the idea for making a glass harmonica?

6% **F.** after attending the first symphony by Mozart

8% **G.** after hearing a composition by Mozart in Vienna

76% **H.** after attending a concert played on crystal glasses in London

9% **I.** after performing a mouth organ concert for guests in his home

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	details/facts	Low

43 How were Stephen Forrage and Marriane Davies alike?

9% **A.** Both were friends of Ben Franklin.

15% **B.** Both were asked to write a musical composition.

13% **C.** Both played the glass harmonica for Ben Franklin.

62% **D.** Both presented the glass harmonica to new audiences.

Benchmark	Content Focus	Content Difficulty
LA.A.2.2.7	comparison	Moderate

44 Why is Marriane Davies important in the history of the glass harmonica?

29% **F.** Davies wrote a composition for the glass harmonica.

12% **G.** Davies made the tones of the glass harmonica clearer.

15% **H.** Davies introduced the glass harmonica in Philadelphia.

44% **I.** Davies gave the first glass harmonica concert in Vienna.

Benchmark	Content Focus	Content Difficulty
LA.A.2.3.1	details/facts	Low

45 Why did the glass harmonica become less popular over time?

12% **A.** The glass harmonica was hard to transport.

13% **B.** The glass harmonica was a difficult instrument to play.

69% **C.** The glass harmonica was difficult to hear in large concert halls.

5% **D.** The glass harmonica was very loud when played in drawing rooms.

Benchmark	Content Focus	Content Difficulty
LA.E.2.2.1	cause/effect	Low

GRADE

6

Reading

Sunshine State Standards

Test Book

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