

Grade 7

FCAT 2.0 Reading

Sample Answers

This booklet contains the answers to the FCAT 2.0 Reading sample questions, as well as explanations for the answers. It also gives the Next Generation Sunshine State Standards (NGSSS) benchmark assessed by each item. Although the Florida State Board of Education adopted the Common Core State Standards in the summer of 2010, these standards have not yet been implemented. For this reason, the FCAT 2.0 tests and sample questions and answers are based on the 2007 NGSSS. The benchmarks included in this booklet provide teachers with additional information. For more detailed information, follow this link to the Florida NGSSS website: <http://www.floridastandards.org/index.aspx>, or follow this link to the current benchmark language in the *FCAT 2.0 Reading Test Item Specifications*: <http://fcats.fldoe.org/fcat2/itemspecs.asp>.

Multiple-choice items in FCAT 2.0 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 2.0 tests. By using these materials, students will become familiar with the types of items and response formats they will see on the actual test. The sample questions and answers 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 2.0 Test Item Specifications* at <http://fcats.fldoe.org/fcat2/itemspecs.asp>.

The sample questions for students and the sample answers for teachers will only be available online, at <http://fcats.fldoe.org/fcat2/fcatitem.asp>.

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 D (to raise awareness about the need to protect the Galápagos Islands’ wildlife).

Type of Text: Informational

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 D. 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

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

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 her firsthand experiences on the Galápagos Islands, the author 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

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 that *The lack of human threat makes the animals very friendly* and further supports this idea by saying, *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 (enchanted).

Type of Text: Informational

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 *enchanted* 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

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 (live in a tropical climate).

Type of Text: Informational

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

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.

Functional Text: “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

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* in the sentence provided matches the context of the word in option D; both mean “to get on” the plane.

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

Type of Text: Informational

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 C (drawing attention to specific times matched with specific activities).

Type of Text: Informational

Benchmark: LA.7.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, subheadings, captions, illustrations, graphs) aid the reader’s understanding.

The correct answer is C. 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

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 primary importance and benefit of being a volunteer. The remaining options present secondary benefits or supporting details in the flier.

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

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 most likely purpose in writing this passage was to share his firsthand observations and experiences as he witnessed the unique relationship between Roy and Roy’s old dachshund, Fritz.

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

Type of Text: Literary

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

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

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 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.



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