

## FCAT Reading 2.0 Specs Document—2010 Version

Some notable changes:

The Appendices have been updated

- Appendices A, B, and C are the ones that were released during the fall
- Appendix D (Reading Glossary) has 14 new terms and some revised definitions
- Appendix G contains a new passage, photos, and text box

The new document includes questions that exemplify how previously untested skills will be tested:

### **LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.**

*Also assesses LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).*

#### **Sample Item 3 Analyze Word Structure**

The Grade 9 sample item below is based on “National Park Service Homepage” on page G–4.

Read the section *National Park Service African American History Month Observance 2008* in the National Park Service homepage.

*Culture* comes from the Latin word *cultura*, which came from *colere*, meaning “to cultivate.” Based on the meaning of the root word *culture*, what does the “theme . . . of *Multiculturalism*” mentioned in this section suggest about groups of people in a society?

- A. Many people in a society are responsible for determining the customs within their group.
- B. Different groups of people in a society will support the views expressed by its scholars.
- C. A society is enriched by various groups who merit equal respect and scholarly interest.
- D. An informed discussion among groups in a society can reveal many conflicting views.

#### **Analyze Words/Phrases Derived from Latin, Greek, or Other Languages**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Read this excerpt from the essay.

**Although it maintained a humble exterior, the Montana dude ranch where I was to meet my latest client was much more than a corral-and-bunkhouse affair. A chef with a tall white hat prepared gourmet meals; the massage sign-up sheet was posted on an easel by the front desk; the fax and copy machine were to the left.**

The words *chef*, *gourmet*, and *massage* are French words that have been absorbed into the

English language. What does the use of these words tell readers about the services being provided by the dude ranch?

- A. The dude ranch provides activities and services that appeal to the children of the clients who come to fish.
- B. The dude ranch appeals to clients who are looking for more refined services during their fishing vacation.
- C. The dude ranch allows its staff to participate during their free time in the many activities that are available.
- D. The dude ranch mainly attracts those clients who will need to continue working during their vacation.

**Sample Item 5 Analyze Word Structure**

The Grade 10 sample item below is based on “Cutting Off the World’s Roof” on page G–18.

Read this sentence from the article.

**Jaded thrill seekers must be wondering why there are so few really tall mountain ranges on Earth, and why the ones we have aren’t taller.**

The word *jaded* comes from the Middle English word *iade*, which means “a worn-out horse, a nag.” Based on the meaning of the root word, the sentence implies that some mountain climbers have become

- A. bored with the sport of scaling Earth’s available mountain peaks.
- B. resentful of the superior skill to climb Earth’s mountains shown by others.
- C. frustrated at their inability to successfully ascend Earth’s highest mountains.
- D. exhausted by their efforts to reach the summits of Earth’s highest mountain peaks.

**LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings.**

**Sample Item 7 Word Relationships**

The Grade 9 sample item below is based on “National Park Service Homepage” on page G–4.

As used on the homepage, which two words are most similar in meaning?

- A. future, unspoiled
- B. important, majestic
- C. centennial, seasonal
- D. extraordinary, remarkable

**Sample Item 8 Analyze Words/Phrases**

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Read these lines from “Woman with Flower.”

**The leaf’s inclined to find its own direction; Give it a chance to seek the sunlight for itself.**

Based on the rest of the poem, which sentence best restates the meaning of the lines above?

- A. The leaf isolates itself from other leaves.
- B. The leaf wants to create its own illusions.
- C. The leaf prefers to seek its own destination.
- D. The leaf avoids previously established paths.

### Sample Item 9 Word Relationships

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Read this line from the poem “Offspring.”

**Face slanted upward toward a threatening sky,**

Which word from the poem “Woman with Flower,” if used to replace *threatening*, would create the most opposite image of the sky?

- A. eager
- B. nurturing
- C. prodding
- D. watchful

**LA.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.**

### Sample Item 10 Multiple Meanings

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Read this excerpt from the essay.

**I showed him how to keep his fly from dragging, how to fish the deeper pools. He was absorbed by the whys and the hows and the execution.**

In which sentence does *execution* have the same meaning as used in the excerpt above?

After an execution of this computer program, the entire system might shut down.

Their plan was sound, but its faulty execution caused a delay in starting the project.

After agreeing on the terms of the sale, the execution of the deed to the house will be finalized.

The execution of the terms of his final will and testament should occur as soon as the judge approves it.

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### Sample Item 11 Multiple Meanings

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Read these lines from “Woman with Flower.”

**The leaf’s inclined to find its own direction;  
Give it a chance to seek the sunlight for itself.**

In the lines above, what does the word *inclined* reveal about the leaf?

The leaf grows at an angle to find its own direction.

The leaf bends down to find its own direction.

The leaf hesitates to find its own direction.

The leaf prefers to find its own direction.

**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.**

**Sample Item 13 Author’s Purpose**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Read this sentence from the essay.

**And the fish, whether six inches or ten, were praised like precious stones.**

The author uses this comparison to

- A. reveal the assorted colors of fish.
- B. describe the various sizes of fish.
- C. show the client’s appreciation for each catch.
- D. focus on the client’s preference for material goods.

**Sample Item 14 Author’s Bias**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Which statement from the essay reveals the author’s initial bias toward her client?

- A. “Typical beginner, I thought.”
- B. “First, I turned his reel around.”
- C. “He looked like a model for an outdoor catalogue.”
- D. “The felt on his wading boots was as white as snow.”

**Sample Item 15 Author’s Purpose**

The Grade 10 sample item below is based on “Walking” on page G–12.

What was the author’s purpose in writing this essay?

- A. to relate an outdoor walking experience
- B. to emphasize the importance of observing nature
- C. to describe some of the changes that occur in nature
- D. to illustrate the interdependence among plants and animals

**Sample Item 16 Author’s Perspective**

The Grade 10 sample item below is based on “Cutting Off the World’s Roof” on page G–18.

The author of this article would most likely make the statement that mountains must

- A. move with Earth’s crust.
- B. crumble when faults occur.
- C. yield to the forces of nature.
- D. sink under their own weight.

**Sample Item 17 Author’s Bias**

The Grade 10 sample item below is based on “Quest-4 Cell Phone—User Manual” on page G–16.

Read this excerpt from the section *USING THE CALENDAR*.

**The calendar in your Quest-4 cell phone is a convenient way to keep track of important reminders; tasks that need to be completed; people who must be called; and special events such as concerts, ball games, graduations, and vacations. Your Quest-4 cell phone will hold up to 300 calendar entries.**

In this excerpt, the author’s information displays a bias against all the following groups EXCEPT

- A. busy young adults who participate in many activities.
- B. retired adults who get involved in very few volunteer activities.
- C. single adults who relocate to another city where they have no family or friends.
- D. dedicated young adults who spend most of their time working alone on a research project.

**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.**

**Sample Item 19 Summary Statement**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Which sentence from the essay best summarizes the narrator’s “lesson in living” from her experience with the client?

- A. “To my surprise, he was one of those rare people who connect with a fly rod almost immediately.”
- B. “His wife, who was waiting on the front porch of their cabin, embraced him and asked how he had done.”
- C. “Even in hip waders we were overdressed for the ankle-deep creek, but we stepped in, waded out to the middle and faced upstream.”
- D. “To be with someone who was able to treasure the moment the way he did made me feel like I was exploring fly-fishing for the first time.”

**Sample Item 21 Predictions**

The Grade 9 sample item below is based on “National Park Service Homepage” on page G–4.

Read this excerpt from the National Park Service homepage.

**Junior Ranger Essay Contest Announced**

**(Washington, DC) The winner of this year’s 2008 Junior Ranger essay contest will receive an all expense paid family vacation to one of the country’s most remarkable national parks and a starring role in an electronic field trip seen by millions of school children across the country. Full Story | Get Involved**

From the information provided in the excerpt and the text links, the reader can predict that

- A. the names of all the participants in the essay contest are listed on a linked webpage.
- B. a complete analysis of the most remarkable parks is provided on a linked webpage.

- C. a more detailed explanation of the essay contest is available on a linked webpage.
- D. the participating schools across the country are revealed on a linked webpage.

**Sample Item 24 Predictions**

The Grade 10 sample item below is based on “Walking” on page G–12.

Based on the essay, which action will the narrator most likely take in the future?

- A. She will transplant the lonely sunflower to a place with fertile soil.
- B. She will collect seeds from the sunflowers along the unpaved road.
- C. She will return to the spot where the sunflower bloomed in the spring.
- D. She will explore a new walking path where numerous sunflowers grow.

**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.**

**Sample Item 27 Text Structures/Organizational Patterns**

The Grade 9 sample item below is based on “Swing Is the Thing!” on page G–6.

Based on the main heading and subheadings, the reader can determine that the main organizational structure of the article is

- A. a comparison of Big Band music to other musical styles of the time.
- B. a description of the effects of Big Band era music on other musical styles.
- C. a chronological history of the highlights and musicians of the Big Band era.
- D. a listing of the artists and composers who contributed to the emergence of Big Band music.

**Sample Item 28 Text Structures/Organizational Patterns**

The Grade 10 sample item below is based on “Cutting Off the World’s Roof” on page G–18.

How does Ken Howard organize the article “Cutting Off the World’s Roof”?

- A. He writes mainly about his personal experiences.
- B. He describes differences between several theories.
- C. He answers questions about different mountain ranges.
- D. He persuades readers to accept one theory over another

**LA.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).**

**Sample Item 33 Character Point of View**

The Grade 9 sample item below is based on “Finding the Center” on page G–9.

Which sentence from the passage indicates that Jonathan wants to gain control over his hectic schedule?

- A. “Glancing at the clock, Jonathan cupped his hands around the clay, trying to center it in the middle of the wheel.”
- B. “Jonathan threw together a peanut butter sandwich, avoiding his mother’s advice about proper nutrition, and raced out the door again.”
- C. “Glancing at his watch, Jonathan sighed and pushed himself upright—practice was over, but he had only twenty minutes to cool down and shower.”
- D. “Jonathan nodded in frustration and stood up to wedge another ball of clay—he’d have to start over, but this time he’d pay more attention to the clay and less to the clock.”

**Sample Item 34 Setting**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

How does the setting of the essay contribute to the development of the narrative?

- A. The description of the creek provides an opportunity to explain how the fishing gear is used.
- B. The abundance of fish in the wilderness stream allows for a detailed description of fly-fishing.
- C. The remote dude ranch furnishes the background for the fly-fishing adventure experienced by the client.
- D. The family vacation destination presents a location where the family members can enjoy activities together.

**Sample Item 35 Plot Development**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Which event in the essay is most important in changing the narrator’s opinion of the client?

- A. the manner in which the client was greeted by his children after he and the narrator returned from fishing
- B. the client’s confession to the narrator that being very sick had given him a new appreciation of life
- C. the trip down the bumpy road to the creek where the narrator took the client to fish
- D. the client’s appearance when the narrator first saw him in his new fishing clothes

**Sample Item 36 Conflict**

The Grade 9 sample item below is based on “Finding the Center” on page G–9.

Which sentence best expresses the central conflict in the passage?

- A. “When classes ended for the day, he slipped into the art room, planning to throw a vase on the potter’s wheel in the hope of finishing at least one thing before reporting for cross country practice.”
- B. “Sometimes his crammed schedule seemed barely manageable, a whirl of commitments and responsibilities encircling him, with each on the brink of spinning beyond his reach at any moment.”
- C. “A handful of his teammates had already completed the practice course, but others still trailed behind.”

D. “The uncooperative clay slumped to one side and collapsed into a misshapen pile.”

**Sample Item 37 Theme**

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Which line from the poem “Woman with Flower” most clearly reveals its theme?

- A. “I wouldn’t coax the plant if I were you.”
- B. “And wait until it’s dry before you water it.”
- C. “Much growth is stunted by too careful prodding,”
- D. “The things we love we have to learn to leave alone.”

**Sample Item 38 Character Development**

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Which phrase best describes both the gardener in “Woman with Flower” and the speaker in “Offspring”?

- A. devoted but anxious
- B. distressed but cautious
- C. attentive but impractical
- D. industrious but indecisive

**Sample Item 39 Character Point of View**

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Which statement best expresses the speaker’s point of view in the first stanza of the poem “Offspring”?

- A. Children are destined to fulfill their parents’ dreams.
- B. Children should follow the path set for them by their parents.
- C. Parents should teach their children about their family heritage.
- D. Parents will be overshadowed by their children’s accomplishments.

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**Sample Item 40 Resolution**

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

Which statement best conveys the resolution in the poem “Offspring”?

- A. The daughter fulfills the speaker’s wishes.
- B. The speaker recognizes the daughter’s individuality.
- C. The daughter discovers a past connection with the speaker.
- D. The speaker accepts a superficial relationship with the daughter.

**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.**

**Sample Item 41 Descriptive Language**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Read this sentence from the essay.

**To be with someone who was able to treasure the moment the way he did made me feel like I was exploring fly-fishing for the first time.**

What type of literary device does the author use in the sentence above?

- A. irony, expressing a contrast to the narrator’s skill at fly-fishing
- B. imagery, creating a vivid picture of the sport of fly-fishing
- C. tone, emphasizing the narrator’s attitude toward her client
- D. onomatopoeia, using a word that sounds like its meaning

**Sample Item 42 Figurative Language**

The Grade 10 sample item below is based on “Walking” on page G–12.

Read this sentence from the essay.

**It was a green and sleeping bud, raising itself toward the sun.**

What literary device does the writer use in the sentence above?

- A. metaphor, comparing the sunflower to a tired child
- B. hyperbole, exaggerating the fast growth of the sunflower
- C. symbolism, representing the season of spring as a sunflower
- D. personification, portraying the sunflower as a person waking up

**LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).**

**Sample Item 43 Text Features**

The Grade 9 sample item below is based on “A Day in the Stream” on page G–2.

Based on the essay “A Day in the Stream,” which caption would be most appropriate for the picture on the first page of the essay?

- A. a celebration of life
- B. a chance to use the new gear
- C. an exceptional day for fishing
- D. an eagerness to catch the first one

### **Sample Item 44 Text Features**

The Grade 9 sample item below is based on “Finding the Center” on page G–9.

The text box “Is Your Schedule Too Busy?” helps the reader to understand the

- A. series of events that affect the resolution.
- B. indoor and outdoor settings described in the passage.
- C. resolution to the internal conflict faced by the protagonist.
- D. motivation of the protagonist at the beginning of the passage.

### **Sample Item 45 Text Features**

The Grade 10 sample item below is based on “Woman with Flower/Offspring” on page G–15.

The text box that accompanies the poems “Woman with Flower” and “Offspring” was most likely included to

- A. provide the poet’s biographical information.
- B. document the poet’s publishing experiences.
- C. authenticate the poet’s training in creative writing.
- D. explain the poet’s inspiration for writing the poems.

**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.**

### **Sample Item 46 Text Features**

The Grade 9 sample item below is based on “Swing Is the Thing!” on page G–6.

From the photographs and headings of this article, the reader can conclude that

- A. swing music was not popular for dancing.
- B. several great musicians played swing music.
- C. swing music did not remain popular for long.
- D. many swing musicians played the same instrument.

### **Sample Item 47 Text Features**

The Grade 10 sample item below is based on “Cutting Off the World’s Roof” on page G–18 and references the diagram on page G–20.

Which statement from the article is best supported by the diagram on the third page of the passage?

- A. “And in any case, Brozovi´c points out, it’s unlikely that faults would turn up in just the right places to make terrain taper off right above the snow line.”
- B. “As the Himalayan mountains come up, glaciers shear off their tops like a buzz saw.”
- C. “They start to form after a mountaintop pokes up past the snow line.”
- D. “The tallest, pointiest peaks, then, can become glacier-proof.”

## Glossary

**Antagonist**—A principal character or force in opposition to a protagonist, or main character. The antagonist is usually another character but sometimes can be a force of nature, a set of circumstances, some aspect of society, or a force within the protagonist. The antagonist is often, but not always, the villain in a literary work.

**Author's bias**—A personal judgment either for or against a particular person, position, or thing. Bias can be favorable or unfavorable and can be used to sway an audience. An important skill of critical reading is the ability to detect an author's bias and prejudice.

**Base word**—A complete word that can stand alone. Other words or word parts (affixes) can be added to base words to form new words (e.g., *teach* in *reteach* or *teaching*).

**Character development**—The method(s) a writer uses to create and develop characters. To develop a character, (a) a writer may describe a character's physical appearance; (b) the speech, thoughts, feelings, or actions of a character may be used to reveal the character's nature; (c) the speech, thoughts, feelings, or actions of other characters may be used to develop a character; or (d) the narrator may make direct comments about a character.

**Character point of view**—An important aspect within character development is character point of view. The viewpoint or voice of a character is developed by a writer and enables readers to better understand the events of a text through a character's thoughts, feelings, beliefs, motives, or actions.

**Descriptive language**—Language intended to create a mood, person, place, thing, event, emotion, or experience. Descriptive language uses images that appeal to the reader's senses, helping the reader to imagine how a subject looks, sounds, smells, tastes, or feels. Descriptive language is used in fiction, nonfiction, drama, and poetry. Some examples of descriptive language include imagery, alliteration, and mood.

**Diction**—A writer's or speaker's choice of words and way of arranging the words in sentences. Diction can be broadly characterized as formal or informal. It can also be described as technical or common, abstract or concrete, and literal or figurative. For example, a writer for *Scientific American* would use a more formal, more technical, and possibly more abstract diction than a writer for the science section of a local newspaper.

**Internal conflict**—A struggle between opposing needs, desires, or emotions within a single character. Many literary works, especially longer ones, contain both internal and external conflicts, and an external conflict often leads to internal problems.

**Mood**—The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood.

**Moral**—A lesson taught in a literary work, such as a fable. For example, the moral *Do not*

*count your chickens before they hatch* teaches that one should not count on one's fortunes or blessings until they appear. A moral of a literary work should not be confused with a theme.

**Perspective**—A position from which something is considered or evaluated; standpoint.

**Plot/plot development**—The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) exposition; (b) rising action; (c) climax; (d) falling action; and (e) resolution or denouement.

**Point of view**—The vantage point from which a writer tells a story. The three main points of view in literary texts are omniscient, third-person limited, and first person.

**Root word**—In the English language, many roots are derived from ancient Greek and Latin languages. A root is a word part that cannot stand by itself and must be combined with other word parts, such as prefixes and suffixes, in order to convey core meaning. Knowing the meaning of a word's root can help the reader determine the word's meaning.

**Sarcasm**—A form of verbal irony, usually harsh, that is often used as an insult.

**Satire**—Type of writing that ridicules human weakness, vice, or folly in order to bring about social reform. Satires often try to persuade the reader to do or believe something by showing the opposite view as absurd or even as vicious and inhumane. One of the favorite techniques of the satirists is exaggeration, overstating something to make it look worse than it is. For example, George Orwell's novel *Animal Farm* uses barnyard animals to mock the way people abuse political power.

**Setting**—The time and place of the action in a story, play, or poem. Elements of setting may include geographic location, historical period (past, present, or future), season of the year, time of day, and the beliefs, customs, and standards of a society. Setting can function in several ways in a text: it can provide atmosphere, create conflict, or reveal character.

**Summary statement**—A general statement that presents the main points or facts in condensed form, omitting unimportant details and information.

**Theme**—An underlying message about life or human nature that the author wants the reader to understand and that may give readers insight into the author's view of the world. A theme is a complex and original revelation about life that is usually unstated, yet it is vital. A theme is not the same as a moral, which is a rule of conduct, nor should it be reduced to a familiar saying or cliché, such as *Crime doesn't pay*. For example, the theme of "The Scarlet Ibis" by James Hurst might be expressed as *Pride, love, and cruelty are often intermingled in human relationships*.

**Tone**—An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.