

2009

# FCAT

Florida Comprehensive Assessment Test®

## TEACHER'S BOOKLET

READING



# READING

## SAMPLE ANSWER KEY



GRADE

# 10

## 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 the different kinds of FCAT questions. The FCAT Reading sample test materials for Grade 10 are composed of the books described below:

- Sample Test and Answer Book**  
Includes sample reading passages, a sample test, a sample answer book, 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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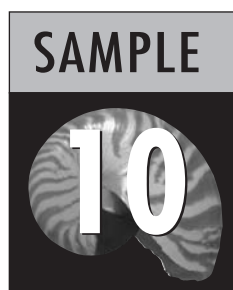
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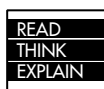
# FCAT Reading Sample Answer Key



This book contains the answers and explanations for the answers to the FCAT Reading sample test questions. It also gives the Sunshine State Standards benchmark assessed by each item on the sample test. In January 2007, the State Board of Education adopted updated benchmarks. These new benchmarks are included in this booklet to provide teachers with additional information. For more information follow the link to the Florida Standards website at: <http://www.floridastandards.org/index.aspx>.

Multiple-choice items are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, Explain” questions are scored with two-point and four-point rubrics respectively. For short- and extended-response questions, there is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for “Read, Think, Explain” questions are given in the general rubrics below.

Each “Read, Think, Explain” item also has a specific rubric containing an example of a top-score response for that item. (See the answers to items 5, 11, and 15 in this book.)



## Rubric for Short-Response Questions

2 points

The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

- 1 point      The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
- 0 points     The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student’s understanding of the task; or the student has failed to respond to the task.



**Rubric for Extended-Response Questions**

- 4 points     The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
- 3 points     The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 points     The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 point      The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 points     The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student’s understanding of the task; or the student has failed to respond to the task.

**Passage: “Snow”**

“Snow” copyright © 1989 by John Haines. Reprinted from *The Stars, the Snow, the Fire* with the permission of Graywolf Press, Saint Paul, Minnesota.

- 1** The correct answer is C (Patterns in the snow can be connected to form a story of nature).

Type of Passage: Literary Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is C. Throughout the passage, the author describes how stories, such as the battle between the wolves and the moose, can be told by the signs left in the snow.

- 2** The correct answer is H (timeless).

Type of Passage: Literary Text

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

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

The correct answer is H. In the first paragraph of the story, the author compares the snow to a book. He notes that this book was written thousands of years before the author was born and that it will last for years.

**3 The correct answer is B (use of descriptive language).**

Type of Passage: Literary Text

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

New Benchmark: LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

The correct answer is B. The author uses descriptive language throughout the passage. He uses a metaphor to compare snow to “a book to be read” and provides vivid images such as a “confusion of tracks in the trampled snow.”

**4 The correct answer is H (large).**

Type of Passage: Literary Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is H. The author describes the moose’s tracks as “splayed, stabbing feet...large and alone, almost certainly a bull.”

**5 Scoring Rubric**

Type of Passage: Literary Text

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

New Benchmark: 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 (i.e., theme, point of view, characterization, setting, plot) and explain and analyze different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

(Two-point scoring rubric)

**Top-Score Response**

A top-score response will explain how the author creates suspense by using details and information from the story.

**Example of a Top-Score Response**

The author creates suspense in the story by describing how "dark things may be written there...their terrors and deaths." He describes the animals' original encounter as "the wolves had come in from the west...found the moose feeding in an open stretch...swatches of moose hair," and the animals leaving a "confusion of tracks in the trampled snow." He goes on to explain how "the fight began again...a running, broken fight...for nearly half a mile," with "another patch of moose hair." The suspense continues until the end of the story when the author shares signs with the readers that the moose has escaped.

**6** The correct answer is D (thoughtful).

Type of Passage: Literary Text

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

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

The correct answer is D. The author creates a thoughtful mood when he compares the snow to "a book to be read" and when he imagines those who will be reading the "history of snow" many years from now.

**Passage: “King of Fibers”**

Abridgment of “King of Fibers” by Jon Thompson from *National Geographic Magazine*’s June 1994 issue, text copyright © 1994 by the National Geographic Society, photographs copyright © by Cary Wolinsky and Trillium Studios. Reprinted by permission.

**7 The correct answer is F (different).**

Type of Passage: Informational Text

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

New Benchmark: LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is F. The examples cited as being “disparate” fall into very different categories. They range from things most of us encounter in everyday life (such as cellophane or nail polish) to things that are very seldom encountered (such as dynamite).

**8 The correct answer is A (Inventors developed additional uses for cotton).**

Type of Passage: Informational Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is A. The author cited many examples of uses for cotton: fire hoses, equipment for cleaning up oil spills, stationery, salad dressing, animal feed, linoleum, dynamite, fingernail polish, etc. These uses have made cotton “big business.”

**9 The correct answer is H (durable).**

Type of Passage: Informational Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is H. The author states that “few other fibers endure tough conditions as well as cotton” and goes on to discuss several uses of cotton that take advantage of its durability (medical supplies, fire hoses, and sopping up oil spills).

**10 The correct answer is D (decomposes naturally after it absorbs the oil).**

Type of Passage: Informational Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is D. The author indicates that cotton is a better choice for cleaning up oil spills because “cotton is biodegradable.”

**11 Scoring Rubric**

Type of Passage: Informational Text

Old Benchmark: LA.A.2.4.4 The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (Includes LA.A.2.4.6 selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.)

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

(Two-point scoring rubric)

**Top-Score Response**

A top-score response will explain why the gossypol research conducted by Woodrow Rogers was important by using details and information from the article.

**Example of a Top-Score Response**

Rogers succeeded in crossbreeding a cotton plant, which has long fibers and is low in gossypol. When gossypol, “a potentially toxic chemical,” is significantly reduced from cottonseed meal, a high-protein food can be manufactured. Cottonseed meal contains essential amino acids and has the potential to be an aid in feeding the hungry. Cottonseed meal, a highly concentrated cotton byproduct, can be used as a high-protein substitute for wheat flour and corn meal. Farmers are willing to grow this plant since it has long fibers that can be used in the manufacturing of numerous textile products.

**12 The correct answer is G (heat resistant).**

Type of Passage: Informational Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is G. The article clearly states that cotton hoses, rather than synthetic fabric hoses, are used on naval ships because “scorching, sunbaked decks melt the man-made material.”

**13 The correct answer is D (ability to withstand many conditions).**

Type of Passage: Informational Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is D. The article makes the comparison between the medical supply industry and the textile industry and states the reason that cotton is useful to both: few other fibers endure tough conditions as well as cotton.

- 14** The correct answer is G (“Archaeologists have discovered fragments of cotton cloth more than 4,000 years old...”).

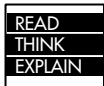
Type of Passage: Informational Text

Old Benchmark: LA.A.2.4.7 The student analyzes the validity and reliability of primary source information and uses the information appropriately.

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

The correct answer is G. The statement that archaeologists discovered “fragments of cotton cloth more than 4,000 years old” indicates cotton’s ability to survive for long periods of time.

**15** Scoring Rubric



Type of Passage: Informational Text

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

New Benchmark: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

(Two-point scoring rubric)

**Top-Score Response**

A top-score response will use details and information from the article to describe William Fee’s contributions to the cotton industry and to its everyday use.

**Example of a Top-Score Response**

William Fee devised a process of extracting cottonseed oil from cotton kernels, establishing the cottonseed oil industry. This brought about the later production of Ivory soap and Crisco shortening. The process also made possible the manufacturing of edible products such as margarine, salad dressings, and cooking oil. Cottonseed meal is now also used in fish bait, fertilizer, and cattle feed.







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