

Sample FCAT Reading Book

This sample reading test book will help you become familiar with the different types of reading questions on FCAT. The book contains two reading passages and 16 sample questions. Answering these questions will help you to prepare for FCAT. It should take about 30–45 minutes to answer all the questions. The scoring guide and the answers to the sample questions are in another book. Your teacher will go over the answers to these questions with you after you finish the sample test.

Hints for Taking FCAT Reading

Here are some hints to help you do your best when you take FCAT Reading. Use these hints when you answer the sample questions.

- ✓ Learn how to answer each kind of question. FCAT has two types of questions: multiple-choice and “Read, Think, and Explain.”
- ✓ Allow about 5 minutes to answer the short “Read, Think, and Explain” questions and about 10 minutes to answer the long ones.
- ✓ Read the directions carefully. Ask your teacher to explain any directions you do not understand.
- ✓ Relax. Most people get nervous about tests. It’s natural. Just do your best.
- ✓ Read the passages and questions very carefully. You may look back at a passage as often as you like.
- ✓ Be sure to fill in the answer bubbles correctly. Do not make any stray marks around answer spaces.
- ✓ For “Read, Think, and Explain” questions, think carefully and organize your thoughts before starting to write the answers.
- ✓ Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later.
- ✓ Think positively. Some questions may seem hard but others will be easy.
- ✓ Check each answer to make sure it is the best answer for the question asked.

About FCAT

Frequently Asked Questions About the Test

This book provides examples of FCAT reading test items and performance tasks. Use this book to help you become familiar with the different types of questions on FCAT so you will be well prepared when you take the FCAT reading test.

What kind of test is the FCAT reading test?

FCAT contains test items and performance tasks that are challenging for all students. The FCAT Reading Test contains passages from informational and literary texts. Some of these selections come from other content areas such as mathematics, science, social studies, foreign language, the arts, health education, and physical education.

What kinds of questions will be on FCAT?

Many of the test questions on FCAT are like those on other tests. FCAT includes multiple-choice questions and questions called “performance tasks.” These performance tasks require using problem-solving strategies and thinking the questions through carefully.

What is a performance task?

Performance tasks ask you to think about an answer to a question and then write the answer. Some questions require short responses; however, others require longer, more detailed answers. Performance tasks are called “Read, Think, and Explain” questions in reading and “Think, Solve, and Explain” questions in math.

Why are we taking FCAT?

Recently, what students in Florida are expected to learn and be able to do has increased a great deal. The job market of today requires people who can read difficult and technical texts. FCAT is being given to measure achievement of the higher standards that are being taught to and learned by Florida students.

Acknowledgments: The publisher is indebted to the following for permission to use material in this book:

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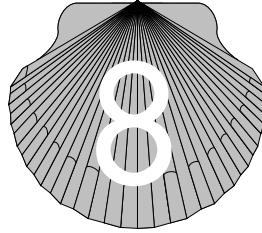


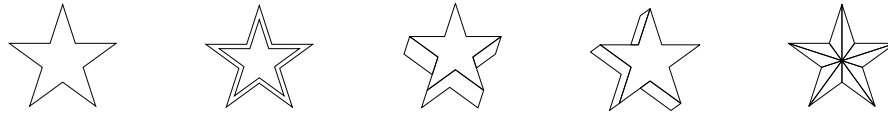
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After you have read each story or article, read the questions in this book and then answer them in the Sample FCAT Reading Answer Book.

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Read the story "The Makings of a Star" before answering Numbers 1 through 8 in the Answer Book.



THE MAKINGS OF A STAR

L. HALL

I'm going to be a star, I know it. I'm not sure quite how, but I have lots of time to figure that out. Maybe I'll be an actor, or a baseball player. Or I'll play basketball; I just need time to decide.

At school, my teacher shakes her head over my homework. "Garrett, this handwriting is terrible. How do you expect anyone to read it? What are you going to do when you have a job and your boss can't read your writing?"

Not a problem. "I'm going to be my own boss," I say, tossing a crumpled paper into the wastebasket. "I'll be able to hire secretaries to type everything for me." The class laughs; the teacher smiles and shakes her head again. The ball of paper sails in smooth. In my mind, the crowds go wild.

When I come home from school, my mother tells me to do my chores. I say, "Why should I? One day I'll be able to hire someone to do everything for me—not just type, but all my chores, too."

"Until then, it's your job to vacuum," says my mom. "And don't forget to take out the trash."

While the vacuum rolls over the vast brown carpet in the living room, I imagine the roars of the crowd, the unending cheers, the thunderous applause. Oh, it'll happen; I'm sure of it. I'll drive through

the streets in a bright red convertible, leading a parade. A band will march behind me, while people crowd the street in order to get a look at me, a hometown boy who made it big. So big an armored car follows me wherever I go, full of cash for me to spend. I reach into a bag on the seat next to me and toss handfuls of cash into the crowds of people. The cheers are deafening. I stop the car, stand up right there in the driver's seat and take a bow.

"All right, Mr. Big," says my mother from the hallway. "Furniture is for sitting on, not standing on."

I scramble down from the armchair and finish vacuuming. I hear my mother's footsteps down the wooden floor of the hallway. When I'm sure she's gone, I climb up for one last bow.

After I put the vacuum cleaner away in the hall closet, I grab the trash bag from the kitchen and take it out to the cans by the garage. I wave at our neighbor, Mr. Rodriguez, who's outside working on his car. He straightens up, wiping the grease from his hands with a red rag.

"Let me give you a piece of advice," says Mr. Rodriguez. "I know you're at that age when you think getting a car is the best thing in the world. Believe me when I tell you it's not all that it's cracked up to be."

Mr. Rodriguez says this every time he works on his car. "Yeah, right," I say, dragging the cans out to the curb for pick-up the next morning. "I'm getting a car as soon as I get my license."

"Listen, cars are nothing but pain and heartache. Take it from me, I know. You have payments. You have insurance to pay. And then the work! Oil changes, tune-ups, radiator hoses—there's no end to it." He looks at his car with disgust. "A bus, now there's convenience: no payments, no insurance, no getting your hands all greasy."

Whoever heard of a star riding the bus? I'll be cruising in a car the day I turn sixteen. "Forget it," I tell Mr. Rodriguez, who has once again disappeared under the hood of his car.

His muffled voice echoes from under the hood. "You'll be sorry."

Not likely, I think as I walk up the driveway and into the house. I imagine myself behind the wheel of that red convertible; once again, I am surrounded by adoring fans. "We love you, Garrett!" There are screams and yells and cheers.

At dinner, my mother reminds me to do my homework.

"One day I won't have to do any homework ever again," I say. I imagine three or four secretaries and assistants following me around, carrying clipboards and calendars and schedules and calculators and portable telephones.

"I'm glad to hear it," says my father dryly.

He'll be sorry when I'm famous. I'll call him from my car telephone while I'm heading down the highway in my beautiful convertible.

"Garrett!" My mom's voice interrupts my reverie.

"What?" I can't hear her very well; it must be the noise from the V-8 engine.

"If you're not going to eat your dinner roll, leave it on your plate."

I realize I'm holding the roll against my ear. I put it back on the plate.

"He's been so absent-minded," says my mother to my father, as if I weren't even there.

"Maybe the growing pains have affected his brain," says my father, and they both laugh while I excuse myself from the table.

I wonder if every star had to put up with this.



Turn to page 1 in the Answer Book. Answer Numbers 1 through 8. Base your answers on the story "The Makings of a Star."

- 1 What is the author's purpose in writing this story?
- A. to encourage the reader to achieve fame and fortune
 - B. to demonstrate to the reader the effects of growing pains
 - C. to entertain the reader with an amusing story about a teenager
 - D. to prove to the reader that an adult knows more than a teenager
- 2 What is Garrett's main goal in life?
- F. to achieve fame in athletics
 - G. to be important and admired
 - H. to have secretaries and assistants
 - I. to own a fancy red convertible and car telephone
- 3 Why is Garrett so absent-minded?
- A. His imagination carries him away.
 - B. His laziness keeps him from concentrating.
 - C. His teachers have been making him spend too much time on schoolwork.
 - D. His parents have been putting too much pressure on him to do his chores.
- 4 Which sentence BEST characterizes Garrett's attitude toward chores and homework?
- F. Chores are more important than homework.
 - G. He should be paid for chores and homework.
 - H. Homework and chores will not matter when he is famous.
 - I. There is not enough time to do both chores and homework.

5 Read this quote.

READ
THINK
EXPLAIN

The class laughs; the teacher smiles and shakes her head again. The ball of paper sails in smooth. In my mind, the crowds go wild.

How does this quote reveal Garrett’s nature and future plans? Use details and information from the story to support your answer.

6 Garrett holds the dinner roll to his ear to

- A. act like a clown.
- B. annoy his parents.
- C. pretend it is a car telephone.
- D. block out his mother’s voice.

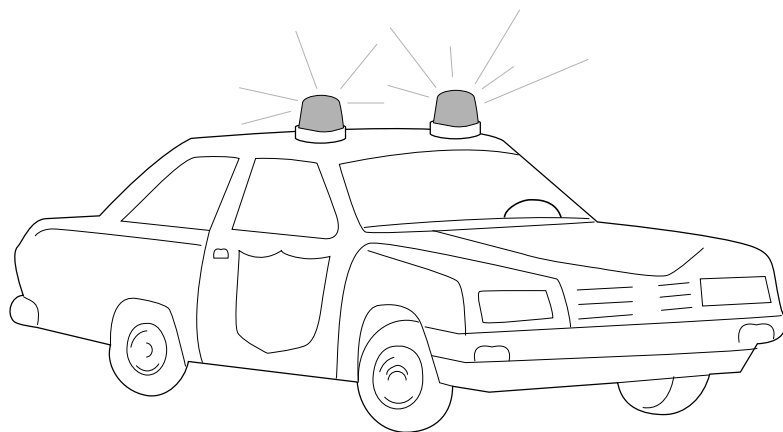
7 The author wants the reader to think that Garrett

- F. is lazy by nature.
- G. is a poor student.
- H. has a bright future.
- I. has a vivid imagination.

8 How do the adults’ comments to Garrett contribute to the development of the story? Use details and information from the story to support your answer.

READ
THINK
EXPLAIN

Read the articles “Stop That Car!” and “Electronic Eyes” before answering Numbers 9 through 16 in the Answer Book.



Stop That Car!

A getaway car speeds through traffic, with police hot in pursuit. Ahead, there’s a barrier of parked cruisers. Dozens of officers stand by with weapons pointed at the oncoming car. The car might stop—or it might try to ram the police cars.

That has been the usual way to end a high-speed chase. But now there’s a safer and easier method.

The Anti-Vehicle Electronic Counter-Measures, or AVECM, is a 42-inch, electrode-packed plastic pancake disguised as a road patch. As the speeding car passes over the AVECM, electrical charges zap the vehicle’s engine controls. The unit disables the car’s electrical system. It stops dead and can’t restart.

“[Police] needed something they could operate by remote control from the dashboard of an officer’s car,” says Dave Pacholok, inventor of the AVECM.

Another unit in development launches an AVECM unit from under the front bumper of a police car. It fires up to 100 feet and slides underneath the car being chased.

Developers are making arrangements with the Los Angeles and Houston police departments to use the AVECM. Other cities might be on the way.



Electronic Eyes

Finding your way inside a burning building is like trying to walk in the dark. Firefighters have to inch along the floor of smoke-filled rooms, touching a wall so they don’t lose their way.

Now a gadget called CairnsIRIS helps them find their way through the smoke more easily and locate victims inside.

CairnsIRIS is a miniature television system that fits on a firefighter’s helmet. It uses a small, infrared camera that attaches to the side and a flip-down display that fits over the eyes. All this is powered by a belt pack the size of a small book.

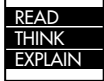
The camera “sees” by sensing differences in temperature as small as half a degree. By watching the black-and-white image, firefighters can spot people who might be partially hidden behind furniture.

“Picture resolution is so good that you can tell whether a person is wearing glasses, whether they’re bald or even what kind of underwear they have,” says Joe Kosiarski of Cairns & Brother, the company that developed the system.

Most important, this device can detect unseen dangers—fires inside walls, ceilings or floors. Firefighters can know for sure how a fire is spreading and when they’ve really put it out.

Several fire departments and rescue squads use IRIS to help save lives, including departments in Atlanta, Ga.; Duluth, Minn.; and Fort Polk, La. It’s also used in England and Sweden.

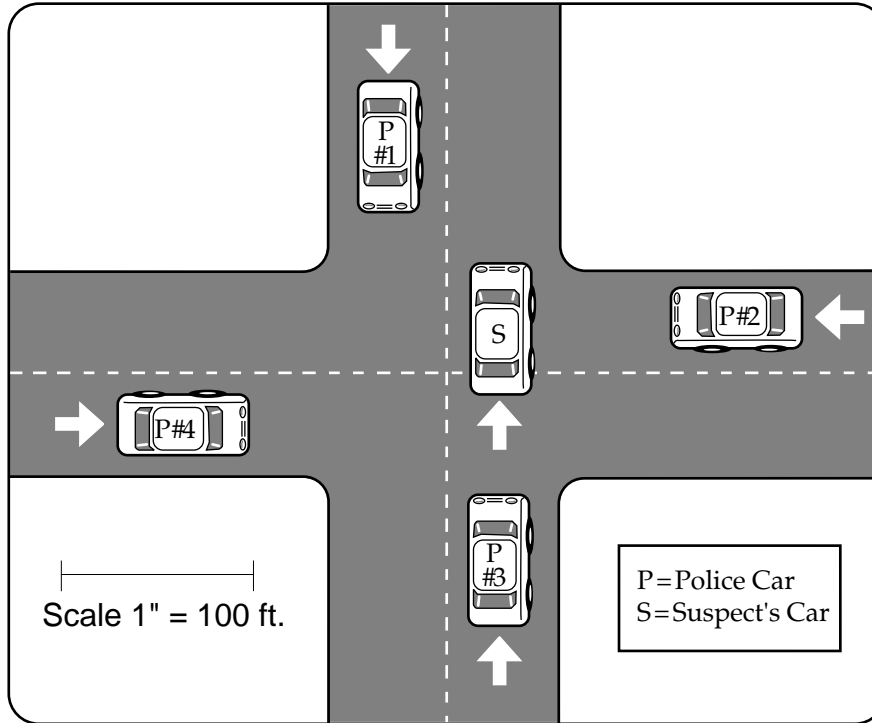
Turn to page 3 in the Answer Book. Answer Numbers 9 through 16. Base your answers on the articles “Stop That Car!” and “Electronic Eyes.”

- 9  Why did the author begin the article “Stop That Car!” with a description of a high-speed chase? Support your answer with details and information from the article.
- 10 The author’s main point about AVECMs is that they
- A. provide an alternative to roadblocks.
 - B. offer a safer method to catch suspects.
 - C. can form an electrical barrier to stop cars.
 - D. may be used to eliminate high-speed chases.
- 11 How are the two types of AVECM units different?
- F. One rests on the ground; the other shoots from a police car.
 - G. One alerts the police; the other alerts the neighborhood watch.
 - H. One punctures the vehicle’s tires; the other stops it electronically.
 - I. One stops the car; the other locates it on the police station’s map.

- 12**

READ
THINK
EXPLAIN

 Look at the diagram below. The arrows indicate the direction in which each car is going.



Which police car is in the BEST position to launch an AVECM unit at the suspect's car? Support your answer with details and information from the article.

- 13** The letters "IR" in IRIS probably stand for
- A. infrared.
 - B. infrasound.
 - C. iris.
 - D. irradiate.

- 14** What part of the CairnsIRIS assists a firefighter in rescuing concealed victims in a burning building?
- F. sensors that detect lifeforms
 - G. sensors that gauge light intensity
 - H. infrared “eyes” that detect movement
 - I. infrared “eyes” that sense temperature
- 15** Which statement is the WEAKEST argument for using CairnsIRIS?
- A. Firefighters may be at risk without it.
 - B. It is being used by several fire departments.
 - C. The device can detect many unseen dangers.
 - D. This technology helps locate unconscious victims.
- 16** What is the author’s purpose in writing “Stop That Car!” and “Electronic Eyes”?
- F. to warn the reader about dangers that exist
 - G. to inform the reader about new and safer technology
 - H. to entertain the reader by describing frightening situations
 - I. to encourage the reader to become a police officer or a firefighter

This is the end of the Sample Test.



