

2006

FCAT

Florida Comprehensive Assessment Test

Student Name _____

READING

READING SAMPLE TEST BOOK



FCAT Sample Test Materials

These sample test materials are designed to help you prepare to answer FCAT questions. These materials introduce you to the kinds of questions you will answer when you take FCAT and include hints for responding to FCAT questions. The FCAT Reading sample test materials for Grade 6 are composed of the books described below:

☒ **Sample Test Book**

Includes sample reading passages, a sample test, a sample answer sheet, 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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Taking the FCAT Reading Sample Test

Hints for Taking the FCAT Reading Test

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

- ✓ **Read the directions carefully. Ask your teacher to explain any directions you do not understand.**
- ✓ **Read the passages and questions very carefully. You may look back at a passage as often as you like.**
- ✓ **Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later.**
- ✓ **Be sure to fill in the answer bubbles correctly. Do not make any stray marks around answer spaces.**
- ✓ **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.**
- ✓ **Relax. Some people get nervous about tests. It's natural. Just do your best.**

Directions for Taking the Reading Sample Test

The Sample Test contains two reading passages, 16 sample questions, and a sample answer sheet. It should take about 30 to 45 minutes to read the passages and answer all the questions. You will mark your answers on the Sample Answer Sheet on page 13 of this book. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample test questions.

FCAT Reading Sample Test

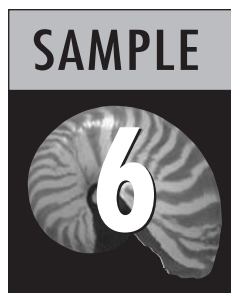


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After you have read each passage, read and answer the questions. Mark your answers on the Sample Answer Sheet found on page 13.

Read the passage “A Hike in New York City” before answering Numbers 1 through 8.

A Hike in New York City

by Sam Levenson



AT LEAST once each summer we kids went off on a hike, but never without strong opposition from Mama. When it came to the open road, Mama had a closed mind.

Her method of discouraging us from venturing into the unknown was to make the entire project appear ridiculous:

“You’re going on a what?”

“We’re going on a hike.”

“What’s a hike?” Mama would ask.

When we started to explain it, the whole idea did in fact become ridiculous.

“We go walking, Ma.”

“Walking? For that you have to leave home? What’s the matter with walking right here? You walk; I’ll watch.”

“You don’t understand, Ma. We take lunch along.”

“I’ll give you lunch here, and you can march right around the table,” and she would start singing a march, clapping her hands rhythmically.

“Ma, we climb mountains in the woods.”

She couldn’t understand why it was so much more enjoyable to fall off a mountain than off a fire escape.

“And how about the wild animals in the woods?”

“Wild animals? What kind of wild animals?”

“A bear, for instance. A bear could eat you up.”

“Ma, bears don’t eat little children.”

“Okay. So he won’t eat you, but he could take a bite and spit it out! I’m telling you now, if a wild animal eats you up don’t come running to me. And who’s going with you?”

“Well, there’s Georgie—”

“Georgie! Not him! He’s a real wild animal!” She then went on to list all the conditions for the trip. “And remember one thing, don’t tear your pants, and remember one thing, don’t eat wild berries and bring me home the cramps, and remember one thing, don’t tell me tomorrow morning that you’re too tired to go to school, and remember one thing, wear boots, a sweater, warm underwear, and an umbrella, and a hat, and remember one thing, if you should get lost in the jungle, call up so I’ll know you’re all right.

And don't dare come home without color in your cheeks. I wish I was young and free like you. Take soap."

Since the consent was specifically granted for the next day only, that night none of us slept. There was always a chance that it might rain. Brother Albert stayed at the crystal set¹ all night like a ship's radio operator with his earphones on, listening to weather bulletins and repeating them aloud for the rest of us. "It's clearing in Nebraska. Hot air masses coming up from the Gulf. They say it's good for planting alfalfa. Storm warning off the coast of Newfoundland. It's drizzling in Montreal."

At 6:00 A.M. we were ready for Operation Hike, rain or shine, but we had to wait for Papa to get up. We didn't need his permission, but we did need his blanket.

Into the valley of Central Park we marched, bowed down with knapsacks, flashlights, a compass-mirror (so you could tell not only where you were lost but who was lost), a thermos bottle (semi-automatic—you had to fill it but it emptied by itself), and an ax. Onward! Forward! Upward! Philip was always the leader. He was the one to get lost first. Jerry was the lookout. He would yell, "Look out!" and fall off the cliff. None of us knew how long we were supposed to march. We went on because we didn't know what to do if we stopped. One brave coward finally spoke up. "I can't go on anymore. The heat is killing me. Let's start the fire here."

No hike was complete without Georgie and his Uncle Bernie's World War I bugle. This kid had lungs like a vacuum cleaner. With him outside the walls of Jericho, they could have sent the rest of the army home. He used to stand on a hill and let go a blast that had the Staten Island ferries running into each other.

Lunch, naturally, had been packed in a shoe box—sandwiches, fruit, cheese, and napkins all squashed together neatly. The lid would open by itself every twenty minutes for air.

It happened every time, the Miracle of the Sandwiches. One kid always got a "brilliant idea." "Hey, I got a brilliant idea. I'm tired of my mother's sandwiches. Let's everybody trade sandwiches." All the kids exchanged sandwiches, and miraculously we all ended up with salami.

Albert was the true nature lover. "You know, you can learn a lot about human nature from the ants," he always said as he lifted up rock after rock to study his favorite insects. And he was right. While he was studying the ants, someone swiped his apple.

We came home with color in our cheeks—green. To make sure we could go again, we didn't forget Mama. We brought her a bouquet. She took one whiff and broke out in red blotches.

¹ **crystal set:** a radio

Now answer Numbers 1 through 8 on your Sample Answer Sheet on page 13. Base your answers on the passage “A Hike in New York City.”

- 1 Which word best describes Mama’s reaction to the plan for a hike?
- A. accepting
 - B. concerned
 - C. determined
 - D. understanding
- 2 When the author states, “One brave coward finally spoke up,” he means that one of the hikers
- F. said what the others wanted to say.
 - G. was shy but said something anyway.
 - H. started to speak but then changed his mind.
 - I. was more afraid of speaking than the others.
- 3 What is the “Miracle of the Sandwiches”?
- A. All of the boys agree to trade their sandwiches.
 - B. Everyone ends up with the same kind of sandwich.
 - C. The lid on the sandwich box always opens by itself.
 - D. None of the sandwiches gets squashed in the shoe box.
- 4 How is Mama’s attitude about the hike different from her son’s attitude?
- F. Mama is anxious about the dangers he may face, but he is confident in the skills of his friends.
 - G. Mama is excited about the new experiences he could have, but he is worried that he will be hurt.
 - H. Mama is certain that he will enjoy the adventure, but he is concerned about how much equipment he will have to carry.
 - I. Mama is convinced that he should stay at home, but he is positive that the experience will be unlike any he might have at home.

- 5 Read the following exclamations from the story.

Onward! Forward! Upward!

The author repeats the same idea three times in a row to show

- A. the need for the boys to be brave.
- B. the sense of teamwork among the boys.
- C. the enthusiasm and determination the boys feel.
- D. the problems and frustrations the boys experience.

- 6 Why is Albert unable to eat his apple?

- F. He is saving it for later.
- G. One of his friends takes it.
- H. It falls out of the lunch box.
- I. He trades it for a sandwich.

- 7 Why does the author refer to the hike as “Operation Hike”?

- A. to show that the boys are experienced hikers
- B. to demonstrate that the boys are nervous about the hike
- C. to emphasize that the boys have prepared well for the hike
- D. to suggest that the boys might need medical care after the hike

- 8 What is the main problem the narrator faces in the story?

- F. finding his way home from the park
- G. avoiding wild animals during the hike
- H. convincing his mother to let him go to the park
- I. borrowing a blanket from his father for the hike

Read the article “Midori: Outstanding Violinist at Age Eight” before answering Numbers 9 through 16.

MIDORI

OUTSTANDING VIOLINIST AT AGE EIGHT

1971–

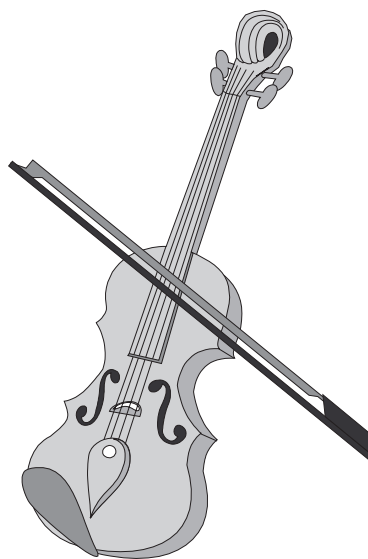
By Marlene Targ Brill

A mature attitude paired with a brilliant musical talent is Midori’s formula for worldwide success. This unique combination made her debut¹ at the Tanglewood Music Festival unforgettable. People still talk about the youngster’s extraordinary debut.

The fourteen-year-old violinist was performing with Leonard Bernstein, the legendary conductor. In the middle of a complex violin concerto, a string on Midori’s violin snapped. Her violin was unusable, and Maestro Bernstein stopped the orchestra. Midori remained calm, turned to the first violinist, and borrowed his violin. Incredibly, a string quickly broke on *that* violin as well, and Midori had to use yet another instrument.

Such a disaster might unnerve even an experienced soloist, but Midori finished the concerto. The response was a roaring ovation from the audience and raves from critics around the world.

Young Midori had always loved music. As a little girl in Osaka, Japan, Midori lived in a musical home. Her mother, Setsu Goto, was a concert violinist. Setsu’s demanding practice schedule forced her to bring little Midori to the music studio. When Midori was just two years old, her mother was amazed to hear her child humming a complex concerto by Bach.



Midori soon began practicing on a child-sized violin. Her mother gave her music lessons and arranged private performances for family and friends. When Midori was nine years old, her mother recognized that her daughter possessed incredible musical talent. She took Midori to the United States to play at the Aspen Music Festival. After Midori performed flawlessly there, a famous music teacher named Dorothy DeLay accepted her as her student. This meant that Midori and her mother would have to move to New York City.

¹ **debut:** a person’s first public appearance, as onstage or in concert

In New York, Midori had to learn a new language and an entirely new culture. At the same time, she maintained a busy schedule of music lessons and school. Gradually she made friends and learned to love New York City.

After her sensational Tanglewood debut, music fans eagerly waited for each of her concerts. In her early teens, Midori performed only a few times a year. She was attending the prestigious Juilliard School of Music, and she wanted to leave enough time for practice and study.

When she turned sixteen, Midori decided to leave Juilliard and become a full-time performer. The life of a professional violinist was everything Midori had hoped for. When she

appeared onstage, audiences were enchanted by Midori's graceful, shy beauty. As she played, observers were enthralled with the lush and sophisticated sound she produced.

The adult Midori is perhaps the most famous female musician in the world. Her concerts are sold out around the world. She has received countless awards. But Midori is not just wrapped up in her career. She created the Midori Foundation. This agency provides lecture-demonstrations to teach children about music. Midori remembers how much she loved learning to make music as a child. Now, she is devoted to making the same beautiful experience possible for other young children.

"Midori: Outstanding Violinist at Age Eight," from *Extraordinary Young People* by Marlene Targ Brill, copyright © 1996 Children's Press.

Now answer Numbers 9 through 16 on your Sample Answer Sheet on page 13. Base your answers on the article “Midori: Outstanding Violinist at Age Eight.”

- 9 What is the main idea of this article?
- A. Midori has helped many children learn about music.
 - B. A talented young violinist grows fond of New York City.
 - C. A talented young violinist shows that she is a dedicated student.
 - D. Midori has been a remarkable violinist since she was very young.
- 10 Which statement best supports the idea that Midori had a mature attitude?
- F. Midori received numerous awards for playing the violin.
 - G. Midori performed flawlessly at the Aspen Music Festival.
 - H. Although she broke two strings, she calmly finished a performance.
 - I. Although she was very young, she could hum complex pieces of music.
- 11 What is the main reason Midori and her mother moved to New York City?
- A. Midori’s mother recognized Midori’s talent.
 - B. Dorothy DeLay accepted Midori as a student.
 - C. Leonard Bernstein asked Midori to perform a solo.
 - D. Midori wanted to play at the Aspen Music Festival.
- 12 Read these sentences from the article.

When she appeared onstage, audiences were enchanted by Midori’s graceful, shy beauty. As she played, observers were enthralled with the lush and sophisticated sound she produced.

Which of these words are closest in meaning?

- F. graceful, shy
- G. appeared, played
- H. lush, sophisticated
- I. audiences, observers

- 13 The information in the article could best be used for a student research project on
- A. famous, young musicians.
 - B. the Juilliard School of Music.
 - C. Leonard Bernstein's students.
 - D. the importance of study and practice.
- 14 What is the main reason Midori decided to leave Juilliard?
- F. She planned to create the Midori Foundation.
 - G. She wanted to become a professional violinist.
 - H. She wanted to have enough time to practice and study.
 - I. She intended to perform at the Tanglewood Music Festival.
- 15 How does the author organize information in this article?
- A. She places the details of Midori's musical development in lists.
 - B. She arranges the details of Midori's life in order of importance.
 - C. She presents a series of events in Midori's life to show how Midori developed her talent.
 - D. She compares Midori's career in music to Midori's attempts to make music available to youngsters.
- 16 The main reason the author wrote this article was
- F. to give examples of Midori's violin performances.
 - G. to argue that young, talented people must be mature.
 - H. to demonstrate the importance of learning music at a young age.
 - I. to describe the impressive accomplishments of the violinist Midori.



This is the end of the Reading Sample Test.
Until time is called, go back and check your work or answer questions you did not complete. When you have finished, close your Sample Test Book.

Notes

Name _____

Answer all the questions that appear in the Reading Sample Test on this Sample Answer Sheet.

1	☐ A	☐ B	☐ C	☐ D	9	☐ A	☐ B	☐ C	☐ D
2	☐ F	☐ G	☐ H	☐ I	10	☐ F	☐ G	☐ H	☐ I
3	☐ A	☐ B	☐ C	☐ D	11	☐ A	☐ B	☐ C	☐ D
4	☐ F	☐ G	☐ H	☐ I	12	☐ F	☐ G	☐ H	☐ I
5	☐ A	☐ B	☐ C	☐ D	13	☐ A	☐ B	☐ C	☐ D
6	☐ F	☐ G	☐ H	☐ I	14	☐ F	☐ G	☐ H	☐ I
7	☐ A	☐ B	☐ C	☐ D	15	☐ A	☐ B	☐ C	☐ D
8	☐ F	☐ G	☐ H	☐ I	16	☐ F	☐ G	☐ H	☐ I

Fold and Tear Carefully Along Dotted Line.



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