

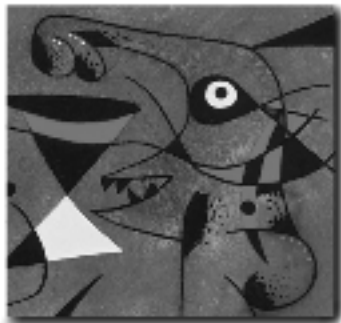
Literature

and the Language Arts

Exploring Literature



FCAT
PRACTICE
WITH CORRELATION TO FLORIDA'S
SUNSHINE STATE STANDARDS



THE EMC MASTERPIECE SERIES

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Introduction

The EMC Masterpiece Series, Literature and the Language Arts textbook program has been designed to address the competencies covered by the Florida Comprehensive Assessment Test (FCAT) in Reading and Writing.

AN INTEGRATED APPROACH

Carefully constructed practice opportunities for assessment in reading and writing are integrated throughout the *Literature and the Language Arts* textbook program. Development of these skills is outlined in the **Florida Lesson Plans** book, located in the **Florida Literacy Resource** binder. There you will find a comprehensive list of integrated reading, writing, and other language arts activities correlated to Florida's Sunshine State Standards and thereby to the FCAT.

The **Florida Reading Strategies Resource**, also located in the Florida Literacy Resource binder, is specifically designed to help students internalize the reading strategies they need, not only to succeed on the FCAT and other standardized tests, but to become proficient readers throughout their lives. The Reading Strategies Resource covers eight reading strategies that help students monitor their comprehension as they read the selections in the textbook.

Each **Reading Strategy Mini-Lesson** helps students work through a textbook selection by focusing on one specific reading strategy that they learn to use before, during, and after reading. A fix-up strategy is provided for students who need extra help. Work with the reading strategy culminates with a **Test Practice** page in which students are asked to demonstrate their successful use of the reading strategy by answering sample multiple-choice questions or performance tasks (labeled as Read, Think, and Explain). The types of test questions directly address the benchmarks in Florida's Sunshine State Standards and mirror actual FCAT questions. Questions focus on:

- Using context clues to analyze words and phrases
- Making inferences
- Drawing conclusions
- Interpreting charts, diagrams, and graphs
- Finding the main idea
- Analyzing a text's organizational features
- Understanding sequence
- Evaluating the author's purpose
- Understanding point of view
- Classifying and reorganizing information
- Distinguishing fact from opinion
- Comparing and contrasting
- Determining cause and effect
- Understanding plot and character development
- Recognizing mood, tone, and other literary elements

The **Teaching Notes** for each Reading Strategy Mini-Lesson include sample think-aloud discussions that model effective ways to approach each standardized test question.

By incorporating questions modeled after the FCAT throughout the Reading Strategies Resource, *Literature and the Language Arts* engages students in meaningful learning while helping them to develop the skills that will serve them well as they prepare not only for the FCAT and other standardized tests, but for the learning situations they will encounter in middle school, high school, and beyond.

FCAT PRACTICE BOOK

In addition to the assessment practice integrated throughout the core components of *Literature and the Language Arts*, test practice can also be found in this **FCAT Practice** book.

INDEXES OF INTEGRATED ASSESSMENT PRACTICE CORRELATED TO FLORIDA'S SUNSHINE STATE STANDARDS. The FCAT Practice book includes the following Indexes of Integrated Assessment Practice that show the Sunshine State Standards correlation of reading and writing skills throughout *Literature and the Language Arts*:

- FCAT Questions in the Florida Reading Strategies Resource
- Guided Writing Lessons

Further correlations to the Sunshine State Standards can be found in the **Correlation to Florida's Sunshine State Standards** and the **Florida Lesson Plans with Alternative Teaching Options and Readability Guides**. Both these components are located in the Florida Literacy Resource binder for each grade level.

ADDITIONAL FCAT PRACTICE IN READING AND WRITING. This FCAT Practice book also provides additional test-taking skills worksheets and twelve additional practice tests in reading and writing that are integrated with the twelve literature units in the textbook. In addition, these test materials are available at EMC/Paradigm's Literature Resource Center for Florida educators at www.emcp.com/floridalit for teachers to download and use. The test-taking skills worksheets help students learn strategies for taking standardized and objective tests and tackling reading comprehension questions. Each practice test following this skill development set provides a reading passage related to the unit just studied (and with an emphasis on informational nonfiction), followed by reading comprehension questions. For grades 8 and 10, the reading comprehension questions include performance tasks as well as multiple-choice items. Each test concludes with an FCAT writing prompt, also related to the literature unit, that assesses competence in expository and persuasive writing. These prompts are designed to be administered in a timed-writing environment.

FCAT PRACTICE ANSWER KEY. The answer key at the back of this book includes answers for all test practice items and identifies the Sunshine State Standards benchmark each reading item addresses. For grades 8 and 10, answers for short-response (SR) and extended-response (ER) performance tasks include considerations for and an example of a top-score response. A two-point rubric for SR performance tasks and a four-point rubric for ER performance tasks are included at the back of this answer key. All reading test items follow the format specified by the Florida Department of Education in its FCAT publication *Reading: Test Item and Performance Task Specifications* (January 2001) for Grades 6–8 and 9–10. Writing test answers include considerations for a top-score response and are followed by the FCAT six-point writing rubric at the back of the answer key.

Indexes of Integrated Assessment Practice

FCAT QUESTIONS IN THE FLORIDA READING STRATEGIES RESOURCE

The following FCAT practice worksheets are located in the Florida Reading Strategies Resource. Each index entry below includes the type of test practice and the correlation to Florida’s Sunshine State Standards. You can use this index to choose literature selections with test practice that addresses the standards and question types you wish to cover.

UNIT 1—FINDING YOUR PLACE IN THE WORLD

“Zebra,” page 5

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
Florida Benchmark LA.A.1.3.2

“Be-ers and Doers,” page 27

Question Type: Multiple Choice
Standardized Test Practice: Analyze Plot Development
Florida Benchmark LA.E.2.3.1

“Name Giveaway,” page 43

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Point of View
Florida Benchmark LA.A.2.3.2

“The Fan Club,” page 49

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause and Effect
Florida Benchmark LA.A.2.3.1

“Destroy the Four Olds!” from *Red Scarf Girl*, page 61

Question Type: Multiple Choice
Standardized Test Practice: Understand Words in Context
Florida Benchmark LA.A.1.3.2

UNIT 2—THE WORLD AROUND US

“in the inner city” and “The City Is So Big,” page 89

Question Type: Multiple Choice
Standardized Test Practice: Recognize Author’s Tone
Florida Benchmark LA.E.1.3.4

“Jed’s Grandfather,” page 95

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast
Florida Benchmark LA.A.1.3.2

“Under the Harvest Moon” and “Theme in Yellow,” page 105

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast
Florida Benchmark LA.A.1.3.2

“The Green Mamba,” page 113

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
Florida Benchmark LA.A.1.3.2

“Ships in the Desert,” page 127

Question Type: Performance Tasks
Standardized Test Practice: Identify Main Ideas
Florida Benchmark LA.A.2.3.1

“Song of the Thunders” and “Song of the Crows,” page 139

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast
Florida Benchmark LA.A.1.3.2

UNIT 3—FROM ONE WORLD TO ANOTHER

“Hollywood and the Pits,” page 159

Question Type: Multiple Choice
Standardized Test Practice: Understand Character
Florida Benchmark LA.E.2.3.1

“The Serial Garden,” page 175

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Purpose
Florida Benchmark LA.A.2.3.2

“An Unforgettable Journey,” page 197

Question Type: Multiple Choice
Standardized Test Practice: Identify Chronological Order
Florida Benchmark LA.A.2.3.1

“The Inn of Lost Time,” page 209

Question Type: Performance Tasks
Standardized Test Practice: Discuss Plot Development
Florida Benchmark LA.E.2.3.1

UNIT 4—A SPORTING LIFE

How She Played the Game, page 241

Question Type: Multiple Choice
Standardized Test Practice: Determine Pattern of Organization
Florida Benchmark LA.A.2.3.1

“First Love” and “Point Guard,” page 262

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Tone
Florida Benchmark LA.E.1.3.4

“400-Meter Free Style,” page 269

Question Type: Multiple Choice
Standardized Test Practice: Identify Organizational Patterns
Florida Benchmark LA.A.2.3.1

from Off the Court, page 276

Question Type: Performance Tasks
Standardized Test Practice: Determine Main Idea and Identify Relevant Details
Florida Benchmark LA.A.2.3.1

“Roberto Clemente: A Bittersweet Memoir,” page 295

Question Type: Multiple Choice
Standardized Test Practice: Analyze Character
Florida Benchmark LA.E.2.3.1

UNIT 5—CHILLS AND THRILLS

“The 11:59,” page 327

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause-and-Effect Relationships
Florida Benchmark LA.A.2.3.1

“Pets,” page 341

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause-and-Effect Relationships
Florida Benchmark LA.A.2.3.1

“QWERTYUIOP,” page 357

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause and Effect
Florida Benchmark LA.A.2.3.1

“The Foghorn,” page 370

Question Type: Multiple Choice
Standardized Test Practice: Identify Setting
Florida Benchmark LA.E.1.3.2

“The Tell-Tale Heart,” page 385

Question Type: Performance Tasks
Standardized Test Practice: Analyze the Narrator
Florida Benchmark LA.A.2.3.8

UNIT 6—TAKING FLIGHT

“The Hummingbird that Lived through Winter,” page 405

Question Type: Multiple Choice
Standardized Test Practice: Understand Elements of Plot
Florida Benchmark LA.E.1.3.2

“Sympathy” and “Caged Bird,” page 417

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast Poems
Florida Benchmark LA.A.1.3.2

“The Challenger Disaster,” page 424

Question Type: Multiple Choice
Standardized Test Practice: Recognize Author’s Purpose
Florida Benchmark LA.A.2.3.2

“Flying,” page 432

Question Type: Performance Tasks
Standardized Test Practice: Identify Elements of Plot
Florida Benchmark LA.E.1.3.2

“Feel Like a Bird,” page 447

Question Type: Multiple Choice
Standardized Test Practice: Understand Author’s Point of View
Florida Benchmark LA.A.2.3.2

UNIT 7—PASS IT ON: WORLD MYTHOLOGY

“Persephone and Demeter,” page 473

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause and Effect
Florida Benchmark LA.A.2.3.1

“The Epic of Gilgamesh,” page 481

Question Type: Multiple Choice
Standardized Test Practice: Identify Chronological Order
Florida Benchmark LA.A.2.3.1

“The Secret of Ra,” page 491

Question Type: Multiple Choice
Standardized Test Practice: Identify Main Ideas
Florida Benchmark LA.A.2.3.1

**“Why the Sky Is Far Away from the Earth,”
page 500**

Question Type: Multiple Choice
Standardized Test Practice: Identify Cause and Effect
Florida Benchmark LA.A.2.3.1

“The Instruction of Indra,” page 507

Question Type: Multiple Choice
Standardized Test Practice: Identify Cause and Effect
Florida Benchmark LA.A.2.3.1

“Amaterasu,” page 515

Question Type: Performance Tasks
Standardized Test Practice: Analyze Character
Florida Benchmark LA.E.2.3.1

UNIT 8—STORIES TO TELL: FICTION

“The Ground Is Always Damp,” page 534

Question Type: Performance Tasks
Standardized Test Practice: Compare and Contrast
Setting
Florida Benchmark LA.A.1.3.2, LA.E.1.3.2

“Luke Baldwin’s Vow,” page 541

Question Type: Multiple Choice
Standardized Test Practice: Identify Relevant Details
Florida Benchmark LA.A.2.3.1

“Getting the Facts of Life,” page 555

Question Type: Multiple Choice
Standardized Test Practice: Recognize Character
Development
Florida Benchmark LA.E.2.3.1

“A Secret for Two,” page 569

Question Type: Multiple Choice
Standardized Test Practice: Analyze Plot Development
Florida Benchmark LA.E.2.3.1

***The Snow Goose*, page 577**

Question Type: Multiple Choice
Standardized Test Practice: Determine Main Idea and
Identify Relevant Details
Florida Benchmark LA.A.2.3.1

UNIT 9—WORDS IN MOTION: POETRY

“Poetry” and “How to Eat a Poem,” page 613

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast
Poems
Florida Benchmark LA.A.1.3.2

“Filling Station” and “A Deserted Barn,” page 619

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast
Poems
Florida Benchmark LA.A.1.3.2

“the / sky / was,” page 625

Question Type: Multiple Choice
Standardized Test Practice: Identify Effects of
Organizational Features
Florida Benchmark LA.A.2.3.1

“I to My Perils,” page 630

Question Type: Multiple Choice
Standardized Test Practice: Recognize Author’s Tone
Florida Benchmark LA.E.1.3.4

“Blackberry Eating,” page 634

Question Type: Multiple Choice
Standardized Test Practice: Identify Main Ideas
Florida Benchmark LA.A.2.3.1

**“Forgotten Language” and “Hector the Collector,”
page 638**

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
Florida Benchmark LA.A.1.3.2

“The Lost Parrot,” page 645

Question Type: Multiple Choice
Standardized Test Practice: Identify Mood
Florida Benchmark LA.E.1.3.4

“My Father’s Song,” page 650

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Point of
View
Florida Benchmark LA.A.2.3.2

“The Charge of the Light Brigade,” page 656

Question Type: Multiple Choice
Standardized Test Practice: Identify Main Ideas and
Details
Florida Benchmark LA.A.2.3.1

“Corners on the Curving Sky,” page 661

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Point of
View
Florida Benchmark LA.A.2.3.2

“Under the Apple Tree,” page 664

Question Type: Performance Tasks
Standardized Test Practice: Draw Conclusions
Florida Benchmark LA.A.1.3.2

Haiku: “The old pond...,” “Misty grasses...,” and “Summer night...,” page 669

Question Type: Multiple Choice
Standardized Test Practice: Identify Literary Techniques
Florida Benchmark LA.E.1.3.3

UNIT 10—TURNING WORDS INTO ACTION: DRAMA

The Miracle Worker, Act 1, page 687

Question Type: Multiple Choice
Standardized Test Practice: Analyze Plot and Character Development
Florida Benchmark LA.E.2.3.1

The Miracle Worker, Act 2, page 711

Question Type: Multiple Choice
Standardized Test Practice: Identify Main Ideas and Relevant Details
Florida Benchmark LA.A.2.3.1

The Miracle Worker, Act 3, page 735

Question Type: Performance Tasks
Standardized Test Practice: Analyze Character
Florida Benchmark LA.E.2.3.1

UNIT 11—TELLING IT AS IT IS: NONFICTION

“Elizabeth I,” page 769

Question Type: Multiple Choice
Standardized Test Practice: Determine Main Idea and Identify Relevant Details
Florida Benchmark LA.A.2.3.1

“Caesar the Giant,” page 780

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Purpose and Point of View
Florida Benchmark LA.A.2.3.2

“Appearances Are Destructive,” page 791

Question Type: Multiple Choice
Standardized Test Practice: Using Context Clues
Florida Benchmark LA.A.1.3.2

“The Size of Things,” page 799

Question Type: Multiple Choice
Standardized Test Practice: Determine Main Ideas and Identify Relevant Details
Florida Benchmark LA.A.2.3.1

“The Price of Freedom,” page 809

Question Type: Performance Tasks
Standardized Test Practice: Identify Author’s Purpose
Florida Benchmark LA.A.2.3.2

UNIT 12—READING BETWEEN THE LINES: INFORMATIONAL AND VISUAL MEDIA

Variations in Vital Signs by Age and Temperature Conversions, page 831

Question Type: Multiple Choice
Standardized Test Practice: Interpret Information
Florida Benchmark LA.A.1.3.2

Historical Photographs, page 837

Question Type: Multiple Choice
Standardized Test Practice: Interpret Visual Media
Florida Benchmark LA.A.1.3.2

“The Aqualung,” page 844

Question Type: Multiple Choice
Standardized Test Practice: Identify Relevant Details
Florida Benchmark LA.A.2.3.1

“How to Chop an Onion in Four Easy Steps,” page 850

Question Type: Multiple Choice
Standardized Test Practice: Understand Sequence
Florida Benchmark LA.A.2.3.1

Indexes of Integrated Assessment Practice

GUIDED WRITING LESSONS

The following index lists Guided Writing lessons that provide practice for the FCAT writing test administered in grades 8 and 10. Each index entry lists the mode of writing practiced and the correlation of each lesson section to Florida's Sunshine State Standards. Use any of these lessons to give your students step-by-step, guided practice in the writing process. For specific practice in the two kinds of prompts used on the FCAT, choose those lessons identified as expository or persuasive.

UNIT 1—FINDING YOUR PLACE IN THE WORLD

Guided Writing, page 76

Narrative Writing: Preparing a Personal Essay

Prewriting: LA.B.1.3.1, LA.B.2.3.3

Graphic Organizer: LA.B.1.3.1

Drafting: LA.B.1.3.2, LA.B.2.3.3

Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3

Integrated Language, Grammar, and Style Lesson:

Writing Complete Sentences: LA.B.1.3.2, LA.B.1.3.3

Publishing and Presenting: LA.B.1.3.3, LA.B.2.3.4

UNIT 2—THE WORLD AROUND US

Guided Writing, page 146

Expository Writing: Developing a Comparison-Contrast Essay

Prewriting: LA.B.1.3.1, LA.B.2.3.3

Graphic Organizer: LA.B.1.3.1

Drafting: LA.B.1.3.2, LA.B.2.3.3

Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3

Integrated Language, Grammar, and Style Lesson:

State of Being Verbs; Keeping Verb Tense Consistent: LA.B.1.3.2, LA.B.1.3.3

Publishing and Presenting: LA.B.1.3.3

UNIT 3—FROM ONE WORLD TO ANOTHER

Guided Writing, page 230

Expressive Writing: Composing a Personal Letter

Prewriting: LA.B.1.3.1, LA.B.2.3.3

Graphic Organizer: LA.B.1.3.1

Drafting: LA.B.1.3.2, LA.B.2.3.3

Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3

Integrated Language, Grammar, and Style Lesson:

Adding Colorful Language to Sentences: LA.B.1.3.2, LA.B.1.3.3

Publishing and Presenting: LA.B.1.3.3, LA.B.2.3.4

UNIT 4—A SPORTING LIFE

Guided Writing, page 316

Narrative Writing: Generating an Autobiographical Memoir

Prewriting: LA.B.1.3.1, LA.B.2.3.3

Graphic Organizer: LA.B.1.3.1

Drafting: LA.B.1.3.2, LA.B.2.3.3

Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3

Integrated Language, Grammar, and Style Lesson:

Subject-Verb Agreement: LA.B.1.3.2, LA.B.1.3.3

Publishing and Presenting: LA.B.1.3.3

UNIT 5—CHILLS AND THRILLS

Guided Writing, page 395

Imaginative Writing: Creating a Setting

Prewriting: LA.B.1.3.1, LA.B.2.3.3

Graphic Organizer: LA.B.1.3.1

Drafting: LA.B.1.3.2, LA.B.2.3.3

Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3

Integrated Language, Grammar, and Style Lesson:

Prepositional Phrases: LA.B.1.3.2, LA.B.1.3.3

Publishing and Presenting: LA.B.1.3.3

UNIT 6—TAKING FLIGHT

Guided Writing, page 455

Narrative Writing: Constructing a Narrative Research Paper

Prewriting: LA.B.1.3.1, LA.B.2.3.1, LA.B.2.3.2, LA.B.2.3.3

Graphic Organizer: LA.B.1.3.1, LA.B.2.3.2

Drafting: LA.B.1.3.2, LA.B.2.3.3

Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3

Integrated Language, Grammar, and Style Lesson:

Documenting Sources: LA.B.1.3.2, LA.B.1.3.3

Publishing and Presenting: LA.B.1.3.3

UNIT 7—PASS IT ON: WORLD MYTHOLOGY

Guided Writing, page 522

Expository Writing: Retelling a Family Story
Prewriting: LA.B.1.3.1, LA.B.2.3.3
Graphic Organizer: LA.B.1.3.1
Drafting: LA.B.1.3.2, LA.B.2.3.3
Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3
Integrated Language, Grammar, and Style Lesson:
Punctuating Dialogue: LA.B.1.3.2, LA.B.1.3.3
Publishing and Presenting: LA.B.1.3.3, LA.B.2.3.4

UNIT 8—STORIES TO TELL: FICTION

Guided Writing, page 602

Expository Writing: Interpreting Literature
Prewriting: LA.B.1.3.1, LA.B.2.3.3
Graphic Organizer: LA.B.1.3.1
Drafting: LA.B.1.3.2, LA.B.2.3.3
Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3
Integrated Language, Grammar, and Style Lesson:
Editing Wordy Sentences: LA.B.1.3.2, LA.B.1.3.3
Publishing and Presenting: LA.B.1.3.3

UNIT 9—WORDS IN MOTION: POETRY

Guided Writing, page 676

Expressive Writing: Creating a Lyric Poem
Prewriting: LA.B.1.3.1, LA.B.2.3.3
Graphic Organizer: LA.B.1.3.1
Drafting: LA.B.1.3.2, LA.B.2.3.3
Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3
Integrated Language, Grammar, and Style Lesson:
Pronoun-Antecedent Agreement: LA.B.1.3.2,
LA.B.1.3.3
Publishing and Presenting: LA.B.1.3.3

UNIT 10—TURNING WORDS INTO ACTION: DRAMA

Guided Writing, page 759

Persuasive Writing: Reviewing a Movie or Play
Prewriting: LA.B.1.3.1, LA.B.2.3.3, LA.B.2.3.1
Graphic Organizer: LA.B.1.3.1, LA.B.2.3.1
Drafting: LA.B.1.3.2, LA.B.2.3.3
Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3
Integrated Language, Grammar, and Style Lesson:
Avoiding Dangling and Misplaced Modifiers:
LA.B.1.3.2, LA.B.1.3.3
Publishing and Presenting: LA.B.1.3.3

UNIT 11—TELLING IT AS IT IS: NONFICTION

Guided Writing, page 817

Persuasive Writing: Composing a Letter to the Editor
Prewriting: LA.B.1.3.1, LA.B.2.3.3
Graphic Organizer: LA.B.1.3.1
Drafting: LA.B.1.3.2, LA.B.2.3.3
Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3
Integrated Language, Grammar, and Style Lesson:
Avoiding Double Negatives: LA.B.1.3.2, LA.B.1.3.3
Publishing and Presenting: LA.B.1.3.3

UNIT 12—READING BETWEEN THE LINES: INFORMATIONAL AND VISUAL MEDIA

Guided Writing, page 858

Expository Writing: Analyzing Cause and Effect
Reflecting: LA.B.2.3.1
Prewriting: LA.B.1.3.1, LA.B.2.3.3, LA.B.2.3.1
Graphic Organizer: LA.B.1.3.1
Drafting: LA.B.1.3.2, LA.B.2.3.3
Revising and Proofreading: LA.B.1.3.2, LA.B.1.3.3
Integrated Language, Grammar, and Style Lesson:
Passive and Active Sentences: LA.B.1.3.2, LA.B.1.3.3
Publishing and Presenting: LA.B.1.3.3, LA.B.2.3.4

Test-Taking Skills Practice Worksheets

PREPARING FOR TESTS

Standardized tests like the FCAT and others are a common part of school life. These guidelines will help you prepare for a variety of tests.

TEST-TAKING TIPS

Preparing for a Test	Taking a Test
<ul style="list-style-type: none"> • Pay attention in class. Exercises and activities throughout the year practice skills that will benefit you on standardized tests. • Know what to expect. Your teacher can provide you with information about the tests you will be taking. You can also print out and read the publication <i>Keys to FCAT</i> for grades 6, 7, and 8 by going to http://www.firn.edu/doe/sas/fcat/pdf/fckey68e.pdf. • Get plenty of sleep the night before the test and eat a healthy breakfast in the morning. • Arrive on time. Running late can raise your stress level and hurt your performance. 	<ul style="list-style-type: none"> • Read directions and questions carefully. • Consider every choice. Don't be fooled by distractors, or answers that are <i>almost</i> correct. • Spend test time wisely. Within each section, answer the easiest questions first and come back to the more difficult questions later. • Make sure to record your answer on the correct line of the answer sheet. As you mark each answer, ask yourself "Am I on the right question number in the right section of the test?" and "Is this the answer I mean to mark?" • Use any extra time to check your work.

EXERCISE

Test-Taking Strategies

Write a brief response to each set of suggestions above. Do you use these strategies now? Which would help you most on your next test?

1. Preparing for a test

2. Taking a test

STRATEGIES FOR TAKING STANDARDIZED TESTS

A **standardized test** measures overall ability, or achievement over a period of time. On standardized tests, answers are recorded in a special format because they are scored by computer. You mark your answers on a separate answer sheet by blacking in a small circle under the option you have chosen. The computer then scans these marks to record the number of correct answers. To make sure your answers are scanned accurately, be sure to fill in all circles solidly.

When selecting answers on a standardized test, keep these points in mind:

- If you do not know the answer, try to rule out some choices and then guess from those remaining.
- If a question seems too difficult, skip it and go back to it later. Keep in mind, though, that most tests allow you to go back only to questions within a section.

EXERCISE

Taking Standardized Tests

Read or reread the Elements of Fiction on pages 532–533 of your textbook. Then circle the letter that corresponds to the best answer to each question.

1. A synonym for *mood* is A B C D
 - A. main idea
 - B. main character
 - C. atmosphere
 - D. plot
2. The time and place in which a story takes place is called its A B C D
 - A. setting
 - B. summary
 - C. plot
 - D. theme
3. Short stories, novels, and novellas are all types of A B C D
 - A. expression
 - B. poetry
 - C. fiction
 - D. essays
4. *Conflict* can be either _____ or _____. A B C D
 - A. central; primary
 - B. internal; external
 - C. exciting; dull
 - D. plot; setting

TAKING OBJECTIVE TESTS

Objective test questions have a single correct answer. On standardized tests, most objective questions are multiple choice. The guidelines below will help you answer these kinds of questions effectively.

TIPS FOR ANSWERING MULTIPLE CHOICE QUESTIONS

Read each question carefully. Pay special attention to any words that are bolded, italicized, written in all capital letters, or otherwise emphasized.

Read all choices before deciding on the answer.

Beware of distractors. These are incorrect answers that look attractive because they are partially correct, they contain a common misconception, or they apply the right information in the wrong way. Distractors are based on common mistakes students make.

Rule out incorrect answers; then choose the answer that is most accurate or complete. Pay special attention to choices such as *none of the above* or *all of the above*.

EXERCISE

Answering Multiple-Choice Questions

Turn to pages 192–193 and read “Pop Art.” Then answer each set of questions.

- _____ 1. Pop Art began in
- A. New York
 - B. London
 - C. Moscow
 - D. San Francisco
- _____ 2. The best alternate title for this selection would be
- A. “Andy Warhol: Pop Artist”
 - B. “Everyday Object, or Art Object, or Both?”
 - C. “The Factory”
 - D. “The World of Advertising”
- _____ 3. From this selection, the reader can infer that
- A. Andy Warhol was passionate about pop culture.
 - B. The author doesn’t like Pop Art.
 - C. A painting in a museum is more artistic than a juice bottle.
 - D. Pop artists spend a lot of time studying advertising and pop culture.

- _____ 4. Andy Warhol liked to paint pictures of
- A. European churches
 - B. historical figures
 - C. items from his everyday life
 - D. computers and cell phones
- _____ 5. According to Pop artists, art can be found
- A. on the supermarket shelf
 - B. on billboards
 - C. in museums
 - D. all of the above

READING COMPREHENSION QUESTIONS

Reading comprehension questions ask you to read a short piece of writing and answer several questions about it. To answer reading comprehension questions, follow these steps:

1. Read through all the questions quickly.
2. Read the passage with the questions in mind.
3. Reread the first question carefully.
4. Scan the passage to look for key words related to the question. When you find a key word, slow down and read carefully.
5. Answer the question.
6. Repeat this process to answer the rest of the questions.

EXERCISE**Answering Reading Comprehension Questions**

Read the passage below. Then select the best answer to the questions that follow the passage.

Greece has a Mediterranean climate, with mild, wet winters and hot, dry summers. While the weather is quite warm on the islands and coastal regions, in the interior of Greece, the average temperature is only about 72° F in summer and falls below 39° F in winter. Snow covers the mountains and highlands for months at a time.

Much of Greece is composed of limestone, which is porous and allows surface water to flow down through cracks, forming underground rivers. The descriptions of the underground river Styx and the spring of Lethe in Greek mythology are unmistakably similar to the underground rivers found all over Greece.

- _____ 1. The temperature in Greece is
- A. consistent throughout the year
 - B. warmer on the islands than on the mainland
 - C. cooler on the islands than on the mainland
 - D. very warm all the time
- _____ 2. The main purpose of this selection is PROBABLY
- A. to entertain
 - B. to inform
 - C. to persuade
 - D. to inspire
- _____ 3. Mythological descriptions of the river Styx and the spring of Lethe are based on
- A. the underground rivers in Greece
 - B. the Greek imagination
 - C. older myths
 - D. the river Thames in England

- _____ 4. From this passage, the reader can infer that
- A. Greece is entirely flat.
 - B. Greece lacks its own literature.
 - C. Greece is at least partially mountainous.
 - D. Greece is landlocked.
- _____ 5. The word *porous* in the second paragraph means
- A. solid
 - B. wet
 - C. full of tiny holes
 - D. warm

FCAT Practice, Grade 7

UNIT 1 TEST

READING

DIRECTIONS

Read the passage below. Then read each question that follows the passage. Decide which is the best answer to each question. Mark the letter for that answer.

**excerpt from *An Indian Boy's Story*
by Ah-nen-la-de-ni (Daniel La France)**

When I was thirteen a great change occurred, for the honey-tongued agent of a new Government contract Indian school appeared on the reservation, drumming up boys and girls for his institution. He made a great impression by going from house to house and describing, through an interpreter, all the glories and luxuries of the new place, the good food and teaching, the fine uniforms, the playground and its sports and toys.

All that a wild Indian boy had to do, according to the agent, was to attend this school for a year or two, and he was sure to emerge from there with all the knowledge and skill of the white man...

I had, up to this time, been leading a very happy life, helping with the planting, trapping, fishing, basket making and playing all the games of my tribe—which is famous at lacrosse—but the desire to travel and see new things and the hope of finding an easy way to much knowledge in the wonderful school outweighed my regard for my home and its joys, and so I was one of the twelve boys who in 1892 left our reservation to go to the Government contract school for Indians, situated in a large Pennsylvania city and known as the Institute.

Till I arrived at the school I had never heard that there were any other Indians in the country other than those of our reservation, and I did not know that our tribe was called Mohawk. My people called themselves “Ga-nien-ge-ha-ga,” meaning “People of the Beacon Stone,” and Indians generally they termed “On-give-hon-we,” meaning “Real-men” or “Primitive People.”

My surprise, therefore, was great when I found myself surrounded in the school yard by strange Indian boys belonging to tribes of which I had never heard, and when it was said that my people were only the “civilized Mohawks,” I at first thought that “Mohawk” was a nickname and fought any boy who called me by it.

I had left home for the school with a great deal of hope, having said to my mother: “Do not worry. I shall soon return to you a better boy and with a good education!” Little did I dream that that was the last time I would ever see her kind face. She died two years later, and I was not allowed to go to her funeral.

1. What is the most likely definition of the phrase *drumming up*?
 - A. beating
 - B. listening to
 - C. bringing together
 - D. singing to

2. How did the boy's outlook on school before he went compare to how he felt afterwards?
 - F. Before he went he was sad; afterward he was happy.
 - G. Before he went he was depressed; afterward he was hopeful.
 - H. Before he went he was excited; afterward he was disappointed.
 - I. Before he went he was doubtful; afterward he was angry.

3. What would be the BEST title for this passage?
 - A. "Leaving Mother"
 - B. "Life on the Reservation"
 - C. "A Cool School"
 - D. "Big Changes"

4. What is the author's attitude toward government-run schools?
 - F. He does not care for them.
 - G. He thinks they were good for his people.
 - H. He resents not having been able to go at a younger age.
 - I. He thinks they would be good for certain people.

5. For what game is the narrator's tribe famous?
 - A. soccer
 - B. football
 - C. lacrosse
 - D. bocce ball

6. Which of the following statements gives you an idea of how the author felt about his school?
 - F. I was one of the twelve boys who in 1892 left our reservation to go to the Government contract school for Indians.
 - G. Till I arrived at the school I had never heard that there were any other Indians in the country other than those of our reservation.
 - H. I did not know that our tribe was called Mohawk.
 - I. I was not allowed to go to her funeral.

7. Which of the following best describes the narrator?
 - A. curious and adventurous
 - B. wild and disruptive
 - C. well-educated and reserved
 - D. hopeful and foolish

8. What point of view is used in this passage?
 - F. first-person
 - G. second-person
 - H. third-person
 - I. third-person omniscient

9. The narrator states, "I had, up to this time, been leading a very happy life." What does this statement MOST LIKELY suggest about his life in the school?
- A. It's very happy.
 - B. It's happy.
 - C. It's not happy.
 - D. It's going to be happy.
10. How did the narrator feel when he first left home?
- F. worried
 - G. hopeful
 - H. frightened
 - I. relieved

FCAT Practice, Grade 7

PERSUASIVE WRITING

UNIT 1 TEST

Writing Situation:

Ah-nen-la-de-ni is thirteen and has just completed his first term in the government school. His best friend from the reservation is considering attending a similar school.

Directions for Writing:

Imagine that you are Ah-nen-la-de-ni. Decide whether you think it is a good idea for your friend to attend a government school.

Then write a letter persuading him to follow your advice.

FCAT Practice, Grade 7

UNIT 2 TEST

READING

DIRECTIONS

Read the passage below. Then read each question that follows the passage. Decide which is the best answer to each question. Mark the letter for that answer.

“Snakes and Humans”

About 2,700 species of snakes exist on the earth. Of these, only about 375 are venomous—their bites deliver poison—or venom—to the blood of the victim. Scientists today know much more about snake venom than they did in previous decades, and the chance of successfully treating a venomous snake bite is better than ever.

Mambas are poisonous African tree snakes known for their beauty, their length (up to fourteen feet), their speed (up to twenty miles per hour), and their fighting nature. Capable of injecting more venom per bite than cobras, mambas can produce bites that are deadly if not treated in time.

As a result of human activities that threaten snakes, their populations are declining. Yet few people have even noticed. In part, snakes lead secretive lives and are hard to monitor. But another reason is that people are more apt to help conserve warm, furry animals than the less cuddly ones.

But by keeping rats and mice in check, snakes help keep pests out of the world’s grain supplies and help control the diseases—sometimes deadly—that rodents transmit to humans. Furthermore, medical researchers have found that certain snake venoms can help in the treatment of many serious conditions, including cancer, heart disease, and epilepsy. Because of its healing qualities, snake venom is more expensive than gold.

Snakes play a role in the mythology and folklore of many lands, and some cultures actually revere snakes. In ancient Egypt, snakes were akin to gods. The Greeks and Romans believed serpents brought good luck. The West African kingdom of Dahomey worshipped a python god. In India, cobras are thought to protect the earth from evil. Similarly, in China and Japan snakes were said to guard volcanoes. In Central America, the Aztecs worshipped a god that was part rattlesnake and part bird, and emperors were considered to be descendants of serpents. Many North American tribes also honored the rattlesnake, sometimes calling it Great Father, and some groups constructed huge earthen mounds, some in the form of snakes. The monuments were used for burial and for temples.

1. In this passage, what is the meaning of the word *monitor*?
 - A. observe
 - B. follow
 - C. control
 - D. direct

2. Compare the ways snakes are viewed in Egypt and West Africa. How are the views similar or different?
 - F. Snakes are viewed as protectors in both places.
 - G. Snakes are viewed as god-like in both places.
 - H. In one place, snakes are viewed as gods; in the other, they are viewed as good luck charms.
 - I. In one place, snakes are viewed as evil; in the other place, they are viewed as lucky.

3. What is the primary topic of the first paragraph of the article?
 - A. snake venom
 - B. species of snakes
 - C. snakes in general
 - D. snakes in mythology

4. Which kind of article did the author write about snakes?
 - F. an informative article that conveys facts about snakes and their relationships to people
 - G. an amusing article that retells true stories about human encounters with snakes
 - H. a helpful article that teaches readers what to do if they come across a venomous snake
 - I. a persuasive article that convinces readers that snakes should be avoided

5. According to the passage, what do scientists know more about today than they knew in previous decades?
 - A. snakes' habits
 - B. disease control
 - C. mambas
 - D. snake venom

6. Which of the following FACTS is given in the passage?
 - F. Snakes are rodents.
 - G. Snakes live throughout the United States.
 - H. Snakes are often mentioned in folklore and mythology.
 - I. Snakes are deadly.

7. Which of the following is MOST responsible for the decline in snake populations?
 - A. human beings
 - B. pollution
 - C. deforestation
 - D. global warming

8. What is the tone of this article?
 - F. dismal
 - G. comical
 - H. informative
 - I. upbeat

9. According to the passage, what can certain snake venoms help treat?

- A. obesity
- B. heart disease
- C. skin problems
- D. all diseases

10. Which of the following adjectives best describes the mamba's nature?

- F. healing
- G. frightened
- H. fighting
- D. laid back

FCAT Practice, Grade 7

UNIT 2 TEST

EXPOSITORY WRITING

Writing Situation:

You have a summer job at a daycare facility, and part of your job is to teach the children about different kinds of animals.

Directions for Writing:

Choose a kind of animal that you know well.

Then write an essay telling your reader what you know about that animal. You might include a description of the animal, its habits and behaviors, its food source, its principle predators, and its relationship to people and to human culture, folklore, and mythology.

Answer Key

Test-Taking Skills Practice Worksheets

PREPARING FOR TESTS

1. Responses will vary.
2. Responses will vary.

STRATEGIES FOR TAKING STANDARDIZED TESTS

1. Answer: C; LA.A.1.3.2
2. Answer: A; LA.A.1.3.2
3. Answer: C; LA.A.1.3.2
4. Answer: B; LA.A.1.3.2

TAKING OBJECTIVE TESTS

1. Answer: B; LA.A.1.3.2
2. Answer: B; LA.A.2.3.1
3. Answer: D; LA.A.1.3.2
4. Answer: C; LA.A.1.3.2
5. Answer: D; LA.A.1.3.2

READING COMPREHENSION QUESTIONS

1. Answer: B; LA.A.1.3.2
2. Answer: B; LA.A.2.3.2
3. Answer: A; LA.A.1.3.2
4. Answer: C; LA.A.1.3.2
5. Answer: C; LA.A.2.3.7

Grade 7 FCAT Practice Tests

UNIT 1 TEST

READING

1. Answer: C; LA.A.1.3.2
2. Answer: H; LA.A.2.3.7
3. Answer: D; LA.A.2.3.1
4. Answer: F; LA.A.2.3.2
5. Answer: C; LA.A.2.3.5
6. Answer: I; LA.A.2.3.8
7. Answer: A; LA.E.2.3.1
8. Answer: F; LA.E.2.3.1
9. Answer: C; LA.A.2.3.8
10. Answer: G; LA.E.2.3.1

PERSUASIVE WRITING

A top-scoring response will argue persuasively either that the friend should attend school or that he shouldn't. The response may include emotional as well as logical appeals. To evaluate responses, use the six-point Scoring Rubric: FCAT Writing on pages 65–66.

UNIT 2 TEST

READING

1. Answer: A; LA.A.1.3.2
2. Answer: G; LA.A.2.3.7
3. Answer: A; LA.A.2.3.1
4. Answer: F; LA.A.2.3.2
5. Answer: D; LA.A.2.3.5
6. Answer: H; LA.A.2.3.8
7. Answer: A; LA.A.2.3.1
8. Answer: H; LA.E.2.3.1
9. Answer: B; LA.A.1.3.2
10. Answer: H; LA.A.2.3.5

EXPOSITORY WRITING

A top-scoring response will convey sufficiently detailed information about the chosen animal in a clear manner. To evaluate responses, use the six-point Scoring Rubric: FCAT Writing on pages 65–66.

UNIT 3 TEST

READING

1. Answer: B; LA.A.1.3.2
2. Answer: I; LA.A.2.3.7
3. Answer: B; LA.A.2.3.1
4. Answer: F; LA.A.2.3.2
5. Answer: A; LA.A.2.3.5
6. Answer: G; LA.A.2.3.8
7. Answer: B; LA.E.2.2.1
8. Answer: H; LA.A.2.3.1
9. Answer: B; LA.A.2.3.5
10. Answer: I; LA.A.2.3.1

PERSUASIVE WRITING

A top-scoring response will outline strong reasons that community members should support the students' trip to the La Brea Tar Pits. To evaluate responses, use the six-point Scoring Rubric: FCAT Writing on pages 65–66.

UNIT 4 TEST

READING

1. Answer: A; LA.A.1.3.2
2. Answer: G; LA.A.2.3.7
3. Answer: A; LA.A.2.3.1
4. Answer: G; LA.A.2.3.2