

Grade 7

FCAT 2.0 Reading

Sample Questions

The intent of these sample test materials is to orient teachers and students to the types of questions on FCAT 2.0 tests. By using these materials, students will become familiar with the types of items and response formats they will see on the actual test. The sample questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. Additional information about test items can be found in the *FCAT 2.0 Test Item Specifications* at <http://fcat.fldoe.org/fcat2/itemspecs.asp>.

The FCAT 2.0 Reading tests and sample questions and answers are based on the 2007 Next Generation Sunshine State Standards.

The sample questions for students and the sample answers for teachers will only be available online, at <http://fcat.fldoe.org/fcat2/fcatitem.asp>.

Directions for Answering the Reading Sample Questions

Mark your answers on the Sample Answer Sheet on page 14. If you don't understand a question, ask your teacher to explain it to you. Your teacher has the answers to the sample questions.

Read the article “Galápagos Islands Vacation” before answering Numbers 1 through 8.

Galápagos Islands VACATION

BY MELINA GEROSA BELLOWS

Dozens of Pacific green sea turtles are slowly gliding by me as I snorkel along a rugged reef. Suddenly, a snorkeler cuts me off. Then another. “Hey!” I think. “Watch where you’re going!”

Then, I realize: These aren’t snorkelers. They’re sea lions! Darting this way and that, the creatures blow bubbles at me and the group I’m with. The sea lions bonk us on our backs and swim off—only to zoom back for more.

My name is Melina Gerosa Bellows. I’m the editor in chief of NATIONAL GEOGRAPHIC KIDS magazine. I took this



amazing trip to the Galápagos Islands, a group of islands straddling the equator near Ecuador, in South America.



Zoo Without Cages

Humans aren’t allowed to live on most of the Galápagos Islands. In fact, the only way you can experience this magical place is by taking a small motorboat called a *panga* to all the islands. The lack of human threat makes the animals very friendly. “The animals in the Galápagos don’t know enough to be scared of humans,” says our guide, Klaus Fielsch.



The group and I experience that firsthand. When we return to Santiago Island after our snorkeling adventure, we discover two sea lions lying right next to our backpacks! To Fielsch, it's no big deal. He walks right up to the gigantic creatures as if they are sunbathers and gets our stuff.

As we walk along the black sand formed from pulverized lava, we see even more wildlife. A fur seal yelps for its mother. Bright red crabs cling to the rocks. Flashes of shiny black-and-white orcas splash in the distance.

"We had to search to see any animals when we were in the rainforest," says Harry Ashman of London, England, in the United Kingdom. "But here they're just out in the open."

Breaking the Rules

The following morning, we again leave on the panga. It bumps along the waves until we reach Fernandina Island, known for its volcano.

We walk along the hardened lava, which looks like dark-chocolate frosting. Black marine iguanas lounge on top of each other like tires in a junkyard. Flightless birds called cormorants build

their nests on the rocks. Nearby are waddling Galápagos penguins. Standing about 13 inches tall, they're the second-smallest species of penguin.

"The Galápagos Islands seem to break all the rules of nature," says Hannah, Harry's sister. "You've got penguins on the equator, iguanas that can swim, and birds that don't fly!"

At the edge of a lagoon, we stop to watch a foot-long octopus. Suddenly, a young sea lion pokes its head out of the water and pulls itself onto the rock where Jackson Prindle of Santa Monica, California, sits. Like a dog, the sea lion curiously sniffs Jackson and then backflips into the water.



As we ride the panga back, six penguins on a rock stand like soldiers and seem to bid us goodbye. It is our last day, and none of us wants to leave this special place. But we know our trip to the Galápagos Islands has changed the way we think about the world.

"I'm really interested in saving the environment," Hannah says. "More than ever, this trip makes me want to make sure these animals are kept safe."

"Galápagos Islands Vacation" by Melina Gerosa Bellows, from *National Geographic Kids*, November 2005. Copyright © 2005 National Geographic Society. All rights reserved. "Girls Snorkeling Over Reef": Copyright © Reed Kaestner / Corbis. "Seal": Copyright © Brand X Pictures / Jupiterimages. "Seal Sunning": Copyright © Photos.com / Jupiterimages.

Now answer Numbers 1 through 8 on your Sample Answer Sheet on page 14. Base your answers on the article “Galápagos Islands Vacation.”

- 1 What is the main reason the author wrote this article?
- A. to describe her activities during a trip to the Galápagos Islands
 - B. to compare the various characteristics of the Galápagos Islands’ wildlife
 - C. to emphasize her excitement while snorkeling off the Galápagos Islands
 - D. to raise awareness about the need to protect the Galápagos Islands’ wildlife

- 2 Read this sentence from the article.

As we ride the panga back, six penguins on a rock stand like soldiers and seem to bid us goodbye.

Which literary device does the author use in the sentence above?

- F. simile, comparing penguins to soldiers
 - G. metaphor, representing soldiers as a rock
 - H. hyperbole, exaggerating the appearance of penguins
 - I. personification, giving human characteristics to a rock
- 3 The author supports her statements about the special characteristics of the Galápagos Islands by using
- A. educational research.
 - B. personal observations.
 - C. interviews with guides.
 - D. information from visitors.

- 4 Which aspect of the group's trip contributes most to their appreciation of the Galápagos Islands?
- F. the various wildlife with which the group interacts
 - G. the use of the panga to visit sites around the islands
 - H. the various activities in which the group participates
 - I. the use of the guide to interpret habitats on the islands
- 5 The author most likely views the Galápagos Islands as
- A. comforting.
 - B. disappointing.
 - C. enchanting.
 - D. threatening.
- 6 As used in the article, which pair of words are most opposite in meaning?
- F. cling, lounge
 - G. darting, gliding
 - H. discover, realize
 - I. standing, straddling

- 7 According to the article, the Galápagos penguins are unique because they
- A. are fearful of humans.
 - B. live in a tropical climate.
 - C. remain hidden from view.
 - D. are the smallest of their species.
- 8 The author of this article can best be described as all the following EXCEPT
- F. adventurous.
 - G. concerned.
 - H. knowledgeable.
 - I. withdrawn.

Read the flier “Volunteer Day” before answering Numbers 9 through 12.

Volunteer Day

Have you ever heard someone use the phrase “be a good neighbor”? They were likely talking about how we can be good to our neighbors by being friendly and getting to know them, by offering them help when they need it or even when they don’t ask for it. Well, if we applied that belief system to the world in general, we’d find that it would be a better place to live. One way we can do this is by “being a good neighbor” to the community in which we live. It not only feels good to help others in our communities, but it also enables us to be more involved in building and strengthening our communities. It’s important to be more than just a resident in a community; getting involved allows you to be an active, participating citizen.

There are many different ways we can be involved in helping others in our communities. Any interest you might have can usually translate into an opportunity to help your community by doing something you enjoy. At Volunteer Day, you can choose from a long list of community needs and select the activity that best fits your interests. What better way is there to enjoy your own hobbies while helping others at the same time?

Come to Volunteer Day, choose which activity you’d like to participate in for the day, and hopefully the feeling you have at the end of the day will inspire you to become a volunteer on a regular basis. See below for a schedule of events on Volunteer Day.

Volunteer Day Schedule:

7:30 a.m.: Meet at the Community Center for juice and bagels.

8–8:30 a.m.: Visit with representatives from the many participating organizations. Choose which activity you’d like to help with for the day.

8:30–9 a.m.: Board the bus for your chosen activity, and ride with the organization’s representatives and other volunteers to your activity site.

9 a.m.–Noon: Work as a volunteer.

Noon–1 p.m.: Share lunch with your volunteer group. Don’t forget to bring a sack lunch from home!

1–3:30 p.m.: Continue your volunteer work.

3:30 p.m.: Board the bus that will take you back to the Community Center, where you will be able to talk with other volunteers and share your experiences.

See below for a list of volunteer opportunities for Volunteer Day so you can begin thinking about which activity you might want to join.

Paint houses: Do you enjoy making art? If so, this volunteer opportunity might be just right for you! Happy Homes is a local organization that provides home repairs for needy people in the form of painting. For elderly or physically disabled people who cannot do repairs to their homes, Happy Homes provides volunteer painters to repaint old homes, outside or in. Happy Homes also provides painters to create beautiful murals inside schools or community centers.

Play games at nursing homes: If you enjoy board games and talking with people, Elder Care might be the right organization for you. Elder Care provides companionship to nursing home residents by sending volunteers into nursing homes to spend time with them, play board games with them, and talk with them.

Plant flowers: Do you enjoy being outside in nature? City Parks Association has many great opportunities for people who love to be outdoors. Help plant flowers and bushes in city parks, help lay trails at Cave Springs Park, or help pick up trash around the river banks. These activities are very active, so remember to be prepared with plenty of drinking water!

Read to children with learning disabilities: Do you enjoy working with young children? Do you like books? Love and Learning is an organization that provides volunteers to help children with learning disabilities. Read books out loud to groups of children four to six years old, or read one-on-one with struggling readers seven to eight years old.

Play with animals: Do you love animals? Furry Friends is an organization that visits local animal shelters and provides volunteers to spend time with the animals while their cages are being cleaned. Walk dogs, play with puppies, snuggle with cats, or hand-feed rabbits.

“Volunteer Day” property of the Florida Department of Education.

Now answer Numbers 9 through 12 on your Sample Answer Sheet on page 14. Base your answers on the flier “Volunteer Day.”

- 9 Read this sentence from the flier.

Board the bus for your chosen activity, and ride with the organization’s representatives and other volunteers to your activity site.

In which of the following sentences does *board* have the same meaning as in the sentence above?

- A. She received room and board in exchange for her work at the dormitory.
 - B. The event was overseen by committee members and a board of directors.
 - C. The city decided to board up the abandoned house so no one could enter.
 - D. He was not able to make a phone call before it was time to board the plane.
- 10 The author organizes this flier by providing a
- F. process indicating the importance of Volunteer Day.
 - G. chronology of activities associated with Volunteer Day.
 - H. description of Volunteer Day followed by an activity list.
 - I. comparison of the popularity of Volunteer Day activities.
- 11 The author’s use of italicized print in the flier aids the reader’s understanding by
- A. indicating where each activity is scheduled to take place.
 - B. emphasizing how volunteers should prepare for the activities.
 - C. drawing attention to specific times matched with specific activities.
 - D. highlighting the different activities available to interested volunteers.

- 12** Which sentence from the flier best supports why students should volunteer?
- F. "It's important to be more than just a resident in a community; getting involved allows you to be an active, participating citizen."
 - G. "Any interest you might have can usually translate into an opportunity to help your community by doing something you enjoy."
 - H. "Board the bus that will take you back to the Community Center, where you will be able to talk with other volunteers and share your experiences."
 - I. "For elderly or physically disabled people who cannot do repairs to their homes, Happy Homes provides volunteer painters to repaint old homes, outside or in."

Read the passage “Roy’s New Dog” before answering Numbers 13 through 16.

ROY’S NEW DOG

BY ZOLTAN MALOCSAY

“ISN’T HE A BEAUTY?” old Roy said, as he stroked the head of his new beagle pup. Fritz, his other dog, lay snoring under Roy’s porch swing.

“Yeah, my nephews were worried that old Fritz might die on me someday and—well—leave me alone, you might say. So they gave me this beagle for my birthday.”

“What are you going to name him?” I asked.

“I don’t know yet. Thought I’d watch him and see what kind of personality he has.”

The pup kept stretching to lick Roy in the face, so the old man had to hold him away long enough to wipe his face. “Might have to call him ‘Sloppy!’ ”

I thought it was unlike Roy not to have a name for the pup already.

Fritz made one of his yowling yawns just then and crawled out to see what was going on.

I say crawled, but actually Fritz walks like that all the time because he’s a fat, old dachshund, one of those “wiener dogs,” with legs so short that his belly almost drags on the ground. You should see the tracks he makes in the snow: close paw prints with a long scoop down the middle where his tummy plows along.

I looked at the gray hairs on Fritz’s head and the dull watery look of his eyes, and I knew that Roy’s nephews might be right. Fritz was showing his years, and I guess Roy

wouldn’t know what to do without him. But I wondered how Roy could take another dog while Fritz was still around.

They made quite a pair, Roy with his jungle pith helmet¹ that he got while working in South America, and Fritz with his metal-studded collar and jangling tags. For as long as I could remember, that old man and his dachshund had been part of the airport landscape. Roy lived just across the street from the airport, and he walked along the runways every day, he and Fritz.

I could tell by the way Fritz was looking behind him and backing up slowly that he was about to sit up. Sitting up—that is, sitting *all* the way up—is quite a stunt for a dachshund, especially a fat, old wiener dog like Fritz. Suddenly, he gave a little jump with his forepaws, reared way back, and put his tail out to brace against the ground. I always think he’s going to fall over, and he does wobble quite a bit. But suddenly there he was, sitting up with his tail and his back legs spread out to hold him.

“What do you want, Fritz?” Roy asked him. “Bath?”

That spoiled it. Fritz heard the word “bath” and dropped back down to all fours again, looking disgusted. He whined.

“What do you want, then, Fritz? Rabbits?” Fritz gave an excited bark and Roy grinned. “All right, then. We’ll go chase rabbits. Want to come along, Zol?”

¹ **pith helmet:** lightweight hat worn in tropical countries for protection from the Sun

“Can’t today,” I said with a shake of my head. “Might tomorrow, though.”

“Same time every evening,” Roy said, getting up. “Come on, you hounds. Let’s give those rabbits a little exercise.”

The next day, I got back from work too late to go with Roy and his dogs. I was really sorry because rabbit chasing with Fritz can be quite an adventure. See, Fritz has such short legs that he can’t begin to catch a cottontail. Dachshunds were bred as hunting dogs, all right, but they were bred to go after animals that live in holes. Prairie cottontails live in grass nests, not burrows, so there’s no way to trap one underground. That leaves Fritz with all the instincts for the chase, but absolutely no chance of winning.

Of course, he chases the same bunch of rabbits every day, so they know all about Fritz’s game, and they play along. I guess they don’t like to see him get discouraged so they always run just far enough to be safe, and then they sit down and wait for Fritz to catch up. That keeps Fritz going, him yapping and charging as if he’s just about to catch one of those silly rabbits just about any second.

His eyesight isn’t what it used to be, of course. So when a rabbit runs under one of the aluminum skirts around a runway light and dashes out the other side, Fritz stays right on his trail until he bumps his head on the light skirt. Maybe that’s how the rabbits figured out that Fritz only chases what he smells, not what he sees. If a rabbit runs a figure eight and stops, Fritz will go yapping around the same course, even though the rabbit is sitting right nearby.

I wouldn’t mention this unless I’d seen it myself because it sounds so strange. But sometimes those cottontails pull the darnedest trick on Fritz. He’ll be snuffling along, barking after the trail of scent left by a cottontail, when

the rabbit suddenly runs in a tight circle and jumps into the middle of that circular trail. His jump doesn’t leave any scent, of course. So Fritz starts chasing around and around the circle, while the rabbit sits in the middle and quietly nibbles grass.

Fritz will go around and around like that for quite awhile with the rabbit sitting just a few feet away from him all the time. I guess it could go on for hours, but the circle is so tight that Fritz gets dizzy.

Then the rabbit skips away and waits for Fritz to catch up again.



So it was quite a surprise to see Roy coming back that evening with just old Fritz panting behind him. No beagle. I stopped the car and honked. “Hey, Roy! Where’s your beagle?”

Roy was ambling along, whittling on a stick. “I got rid of him,” he grumbled.

“You what?”

“Yeah, I gave him back. He was a nice dog, but stupid. He’ll never make a rabbit dog.”

“A beagle? Why not?”

“Well, what do you think? The silly mutt goes out first thing and *catches* one of my rabbits! What am I going to do with a rabbit dog that catches rabbits?”

“Roy’s New Dog”: reprinted with permission of the author, Zoltan Malocsay, and *Boy’s Life*, July 1978, published by the Boy Scouts of America. All rights reserved.

Now answer Numbers 13 through 16 on your Sample Answer Sheet on page 14. Base your answers on the passage “Roy’s New Dog.”

- 13** The most likely reason the author wrote this passage was to
- A. describe the unique relationship between a pet and its owner.
 - B. convince readers about the importance of keeping pets healthy.
 - C. portray the ways in which animals act according to instincts and training.
 - D. inspire readers with a story about a dog overcoming numerous difficulties.
- 14** Roy’s commitment to the new dog is initially questioned by the narrator due to Roy’s
- F. indifference to the gift.
 - G. failure to name the puppy.
 - H. attitude toward the puppy.
 - I. unconcern with being alone.
- 15** The main reason the nephews give Roy a new puppy is because they
- A. want Fritz to have a companion.
 - B. want Roy to own a decent hunting dog.
 - C. believe that Fritz should be allowed to rest.
 - D. worry about Roy once the dachshund is gone.
- 16** Which word best describes the overall tone of the passage?
- F. critical
 - G. humorous
 - H. instructive
 - I. regretful

Name _____

Answer all the Reading Sample Questions on this Sample Answer Sheet.

1 **A** **B** **C** **D**

7 **A** **B** **C** **D**

12 **F** **G** **H** **I**

2 **F** **G** **H** **I**

8 **F** **G** **H** **I**

13 **A** **B** **C** **D**

3 **A** **B** **C** **D**

9 **A** **B** **C** **D**

14 **F** **G** **H** **I**

4 **F** **G** **H** **I**

10 **F** **G** **H** **I**

15 **A** **B** **C** **D**

5 **A** **B** **C** **D**

11 **A** **B** **C** **D**

16 **F** **G** **H** **I**

6 **F** **G** **H** **I**



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