FCAT Connection
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Introduction

As educators in this age of accountability, we need to be ready, willing, and able to prepare our students for mandated assessment tests. In Florida, one such test is the FCAT (Florida Comprehensive Assessment Test). The FCAT was developed to judge whether our students are meeting the Sunshine State Standards, which were adopted by the State Board of Education in 1996.

*The FCAT Connection* from McDougal Littell, when used in conjunction with *Language Network* and *The InterActive Reader*, provides a natural correlation between reading and writing. FCAT practice questions are based on the model bank selections at the back of *Language Network* and on several selections from *The InterActive Reader*. Strategies to enhance student comprehension and to illustrate writing techniques from *Language Network* are included with the rubrics that follow each set of FCAT questions.

As students experience the writing process, they discover the importance of identifying the FCAT reading assessment benchmarks of main idea, author's purpose, important details, inferences, and word meaning. The connections between the FCAT reading and writing assessment areas are as follows:

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Our goal in creating *The FCAT Connection* is to provide enjoyable, productive reading and writing instruction for both teacher and student. As Florida State professor Cynthia Ann Bowman so succinctly states in "Creating Connections: Challenging the Text and Student Writers" in the March, 2000, *English Journal*, "Through reading and writing, students are collecting and connecting, for writing is a bridge to understanding" (80).
The FCAT Connection

The FCAT Connection provides an opportunity to implement a literature-based writing program in the language arts classroom. There are several different ways to integrate the FCAT lessons in this workbook into your daily lesson plans. The following are suggested examples of how you could create a writing workshop using The FCAT Connection.

Define Skill - Identify the writing skill(s) to be taught -- for example, elaboration. Students will learn that they can improve almost any type of writing with anecdotes, details and dialogue.

Read/Discuss - In either a whole-class or small-group setting, students will read and discuss a passage. One such passage might be a personal narrative from Language Network or The InterActive Reader, chosen specifically to model elaboration skills.

Six Traits Workshop - Students will consider the evaluation model of the Six Traits of Effective Writing in the "Writing Process" section of Language Network. For example, students will determine that the first trait, "Ideas," should be collected during the prewriting stage.

Writing Workshop - Students will work through the "Writing Workshop for Personal Narrative" section of Language Network. Students will begin the lesson by examining the "Basics in a Box" section and continue the lesson by reading the student model of a personal narrative.

FCAT Practice - Use the FCAT mini-test as a diagnosis of the students' skill levels. The Language Network connection section in the rubric portion of the FCAT mini-test could then be used to remediate or reinforce students' weak reading/writing skill areas.

Whatever approach you select to meet the needs of your students, the intent of The FCAT Connection is to ensure that students develop confidence and competence as readers and writers.
Creating Learning Opportunities

Teaching the Sunshine State Standards in reading and writing is an ongoing process that includes preparing students to take the FCAT to assess academic achievement. Useful strategies that will foster the higher-order thinking skills your students will need in order to master the Sunshine State Standards are as follows:

**Writing for an Audience** - Students need to connect their work to audiences. Whenever possible, students should be given the opportunity to take part in writing contests, to submit their work to school and national newspapers, and to display their writing.

**Cooperative Learning** - Most writers have connections with other writers and/or professionals. In the same respect, students need to work within a community of writers. By working in small groups, students are able to discuss their writing with other students, giving one another responses along the way.

**Diversity** - Not all writing has to be in the form of a five-paragraph essay. Writers need to experiment with and develop skills in various kinds of writing, including forms such as journals, storyboards, and quick responses to prompts. If students are to develop into writers, they should be allowed to take risks in their writing -- to have a little fun sometimes.

**Real Life Applications** - Students learn better when they can relate what they are learning to their own world. Whenever possible, students should be encouraged to work with and experiment with real materials. For example, students could look for the main idea in a newspaper article; or they could read a problem-solution article in a favorite magazine.

**Reflection** - Writers learn from what they write. When they reflect upon their writing, they gain insight into themselves and the writing choices they have made. Writers need to understand not only what they write but also how they write.

**Teacher/Co-writer** - One of the best ways to teach students to write is to model successful writing. When teachers write along with their students, they are able to share a work in progress. If the teacher is directly involved in the writing assignment, he or she is better able to interact with the students through direct participation.
Using Graphic Organizers

One way to prepare students for the FCAT is to foster the ability to analyze abstract concepts. Graphic organizers are particularly useful in accomplishing this task and are an integral part of CRISS strategies. Graphic organizers can provide visual and specific formats for organizing ideas so that students can see the analytical process. Two such graphic organizers are shown here. Other organizers can be found in the Language Network transparency pack.

Cluster Diagram - Use to find ideas and describe events

Basic Category Chart - Use to elicit information and analyze text
Understanding the FCAT

**Florida Comprehensive Assessment Test** - The FCAT is the major tool for assessment in Florida. It is currently administered in grades 4, 5, 8, and 10. The FCAT was expanded in 1999 legislation to assess students in grades 3-10 in reading and mathematics. Writing will continue to be assessed in grades 4, 8, and 10. The FCAT is a state-designed, criterion-referenced test, which measures achievement of the Sunshine State Standards in reading, writing, and mathematics. Students entering the 9th grade in 1999-2000 must pass the 10th grade FCAT in reading and mathematics to graduate.

**FCAT Reading Test** - The FCAT Reading test consists of passages from literary works and informational articles in different content areas. The length of the passages varies from 400 words at grade 4 to over 1800 words at grade 10.

The FCAT reading test consists of multiple choice questions as well as short response and extended response questions, referred to as performance tasks. The performance tasks give the student the chance to demonstrate how well he/she can read and understand a passage. The tasks require the student to answer the question by re-reading and thinking about the information in the passage. Then the student plans and writes the answer in his/her own words.

A typical reading test will have
- 6-7 reading passages
- 40-45 multiple choice questions
- 6-8 short response performance tasks
- 2-3 extended response performance tasks

**Writing Test** - The FCAT writing test replaces the Florida Writes test. The student is given a writing booklet and writing prompt. The student must write an essay that answers the prompt in such a way as to demonstrate the student's writing ability. The essay is graded using a rubric of 1 to 6, with 6 being the highest possible score. The test assesses competencies in the following areas:

- Focus – clear presentation of and focus on the main idea
- Organization - the structure or plan of development (beginning, middle, and end)
- Support - the quality of details used to explain, clarify, and define
- Conventions - usage, punctuation, capitalization, spelling, and sentence structure
Benchmarks Assessed by FCAT Grades Nine and Ten

**LA.A.1.4.2** Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**LA.A.2.2.7** Recognizes the use of comparison and contrast in a text.

**LA.A.2.4.1** Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

**LA.A.2.4.2** Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

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

**LA.A.2.4.7** Analyzes the validity and reliability of primary source information and uses the information appropriately.

**LA.A.2.4.8** Synthesizes information from multiple sources to draw conclusions.

**LA.E.2.2.1** Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

**LA.E.2.4.1** Analyzes the effectiveness of complex elements of plot such as setting, major events, problems, conflicts, and resolutions.
Grade 11 Selection: College Application Essay

Answer numbers 1 through 5. Base your answers on the “College Application Essay” on pages 624-625 in Language Network.

_ Which statement best explains the author’s purpose for writing this essay?
   A. To inform readers about how busy her life is
   B. To persuade readers not to procrastinate
   C. To explain how she conquers the demon of procrastination
   D. To explain the meaning of procrastination

_ Which of the following phrases from the story best describes the author’s opinion of the demon by the end of the story?
   A. “A stealthy creature that preys upon my life”
   B. “Merely an apparition”
   C. “The diabolical creature”
   D. “The little demon that lurks in my conscious and unconscious mind”

_ Choose the most logical explanation for the author’s statement that the demon has “stolen her sleep.”
   A. She has nightmares about the demon.
   B. She worries all night about her deadlines.
   C. She has to stay up late at night to finish her work.
   D. She is frightened that she will not get into college.

_ How did the author finally come to terms with the demon? Use details and information from the story to explain your answer.

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
How has the demon of procrastination affected the writer’s life?  
Support your response with details and information from the essay.

---

FCAT WRITING PROMPT

**Writing Situation**
Most people have bad habits they wish they didn’t have, such as the writer of this essay, whose bad habit was putting things off.

**Directions for Writing**
Think about a bad habit you have. Now write to explain to the reader of your paper what this bad habit is and the ways in which it affects your life.
Answer Key:  College Application Essay
Type of Passage:  Essay

_ The correct answer is C.  The writer explained in the last paragraph that she realized the demon didn’t exist and she had the power to dispel the creature.

Benchmark:  LA.A.2.4.2  Determines the author's purpose and point of view and their effects on the text.  (Includes LA.A.2.4.5  Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is B.  The writer realized the demon doesn’t exist.

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

_ The correct answer is C.  When the demon triumphs over her, she puts off everything until the last minute and has to stay up late to finish.

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

_ Scoring Rubric

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

(Two-point scoring rubric)

Top-score response
She laughs at the demon and realizes that he doesn’t exist.  If she has the power to create the demon, she can make him go away.  She only needs to consider the deadline ahead of time.

_ Scoring Rubric

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

(Four-point scoring rubric)

Top-score response
A top-score response may include descriptions of being haunted by the demon, her hectic life, her loss of sleep, and her fear and discomfort when deadlines approach.
Grade 11 Selection: Heavy Elephants Make Heart Lighter

Answer numbers 1 through 5. Base your answers on the essay “Heavy Elephants Make Heart Lighter” on pages 626-627 in Language Network.

_ How often do the elephants march from Manhattan to Queens?
   A. Monthly
   B. Weekly
   C. Every other year
   D. Every year

_ Which of the following best describes the author’s attitude toward the elephants?
   A. Fear
   B. Admiration
   C. Indifference
   D. Disgust

_ What does this excerpt from the seventh paragraph mean?
   “…but Andrew maintained a more formal distance.”
   A. Andrew was used to being around elephants.
   B. Andrew didn’t like elephants.
   C. Andrew was mad because he wasn’t allowed to ride the elephants.
   D. Andrew was afraid to get too close to the elephants.

_ Summarize the major events that took place in this newspaper article. Use information from the essay to support your answer.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

READ
THINK
EXPLAIN
Richard Rosch thought the city would be a better place if it had elephants on the street all the time. What positive effects did the elephants have on the city?

FCAT WRITING PROMPT

Writing Situation
Some animal rights activists believe that animals from the wild should not be held in captivity in circuses, zoos, and other animal shows.

Directions for Writing
Before you begin writing, think about whether or not you believe animals should be used for the entertainment of people. Then write a paper explaining why you believe animals should or should not be captured for use in animal attractions.
Answer Key: Heavy Elephants Make Heart Lighter
Type of Passage: Newspaper Article

_ The correct answer is D. _ The musicians welcomed the elephants every year.

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

_ The correct answer is B. _ The author describes the elephants as graceful, introspective, wise, graceful, and agreeable.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is D. _ The mayor wanted his son to get “up close and personal” with the lead elephant, but Andrew was afraid to get too close.

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

_ Scoring Rubric

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

(Two-point scoring rubric)
Top-score response
A summary should include such events as the animals were let out of their cars; they lined up and Jenny led them down 50th Avenue; they paraded through the tunnel trunk to tail; and they entered Manhattan to the cheering of the people on the street.

_ Scoring Rubric

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

(Four-point scoring rubric)
Top-score response
A top-score response should include such effects as the musicians playing, the cab drivers smiling and stopping to admire the elephants, the mayor showing up, and the people cheering and having fun.
Grade 11 Selection: Looks Like a Winner: ‘Phantom’ Fulfills Destiny by Astounding the Eyes

Answer numbers 1 through 5. Base your answers on the essay “‘Phantom’ Fulfills Destiny by Astounding the Eyes” on pages 628-629 in Language Network.

1. The writer of this movie review refers to the plots of the “Star Wars” movies as which of the following?
   A. Embargoes and blockades
   B. A 19th century trade dispute
   C. Space operas
   D. State-of-the-art special effects

2. Why does the writer refer to the discovery and testing of Anakin Skywalker as the film’s most significant action?
   A. Because Anakin will play an important role in future Star Wars movies
   B. Because Anakin provides platforms for special-effects sequences
   C. Because Anakin is the most well developed character in the movie
   D. Because Anakin is a computer-animated alien character

3. According to the author, what is the strongest literary element in the movie?
   A. Plot
   B. Setting
   C. Characters
   D. Conflict

4. How does the author compare this movie with “Star Trek” movies? Use information from the essay to support your answer.
Explain why the author describes “The Phantom Menace” as an astonishing achievement in imaginative filmmaking. Use details and information from the essay to support your answer.

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**FCAT WRITING PROMPT**

**Writing Situation**
Some movies are intended for entertainment and others have a more serious effect on the viewer.

**Directions for Writing**
Before you begin writing, think of a movie you have seen recently. Did it change your thinking in any way or was it strictly entertaining? Using details and examples from the movie, explain to the reader of your paper the effect this movie had on you.
Answer Key: Looks Like a Winner: ‘Phantom’ Fulfills Destiny by Astounding the Eyes

**Type of Passage: Informational**

_ The correct answer is C. _In paragraph two, the author says the “Star Wars” movies have always been space operas.

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

_ The correct answer is A. _The author says that Anakin is fated for great things and that he points the way into the future of “Star Wars.”

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

_ The correct answer is B. _While the author states that the movie has “wonderful visuals” and “awesome backdrops,” the characters and plot are not well developed.

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

_ Scoring Rubric

Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

(Two-point scoring rubric)

**Top-score response**

In answer to the “bad rap” about the fact that the characters in this movie are not very strong, he says that the “Star Trek” movies put their emphasis on human personalities and relationships. He prefers the strong settings.

_ Scoring Rubric

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

(Four-point scoring rubric)

**Top-score response**

A top-score response will use details about the “awesome backdrops” and special effects, such as the underwater cities, waterfall, and senatorial spheres.
Grade 11 Selection: “Mmmm Chocolate”

Answer numbers 1 through 5. Base your answers on the essay “Mmmm Chocolate” on pages 630-631 in Language Network.

_ What is the author’s purpose in writing this essay?_
   A. To persuade people not to eat chocolate
   B. To compare milk chocolate and dark chocolate
   C. To explain what chocolate does to a person’s health
   D. To convince people that dark chocolate is better

_ What is the best definition for the word pronounced as it is used in this sentence: Some dark chocolates have a pronounced nutty or woody character; others have a distinct fruity note, too._
   A. Spoken
   B. Distasteful
   C. Bitter
   D. Distinct

_ According to research, why might eating chocolate cause a person to live longer?_
   A. Because it contains saturated fats
   B. Because it contains phenols
   C. Because it contains milk
   D. Because it contains stearic acid

_ Explain how the writer got his information on chocolates and whether or not you think it is a reliable source. Use details from the essay to support your answer._

[Blank space for answer]

[Blank space for answer]

[Blank space for answer]

[Blank space for answer]

[Blank space for answer]
What are the main differences between milk chocolate and dark chocolate? Use details and examples from the essay to explain your answer.

FCAT WRITING PROMPT

Writing Situation
As you read in this essay, different people have different preferences in candy because of the different tastes, textures, ingredients, and other qualities.

Directions for Writing
Think of a candy you like and one you don’t like. Now write an essay comparing and contrasting the two candies.
Answer Key: Mmmm Chocolate
Type of Passage: Informational

_ The correct answer is B. _ The essay compares and contrasts the two chocolates.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is D. _ The answer is clear in the context of the sentence.

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

_ The correct answer is B. _ The answer is given in the essay.

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ Scoring Rubric

Benchmark: LA.A.2.4.7 Analyzes the validity and reliability of primary source information and uses the information appropriately.

(Two-point scoring rubric)

**Top-score response**
The last paragraph explains that the writer tested 37 chocolate bars of all types and price ranges. The student should give reasons why he does or does not think this test was reliable.

_ Scoring Rubric

Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

(Four-point scoring rubric)

**Top-score response**
A top-score answer would include descriptive details. Milk chocolate is sweeter, mellow, less chocolaty, favored in the U.S., varies more in flavor. Dark chocolate is complex, varies from sweet to extra bitter, smooth and silky as it melts, etc.
Grade 11 Selection: How Do We Decide Who Gets Another Chance at Life?  
Don’t Tie Gift of Life to Recipient’s Location

Answer numbers 1 through 5. Base your answers on the essay “How Do We Decide Who Gets Another Chance at Life? Don’t Tie Gift of Life to Recipient’s Location” on pages 632-633 in Language Network.

1. What is the author’s purpose for writing this essay?
   A. To inform readers about how the organ transplant system works
   B. To inform readers about how long it took him to get a new heart
   C. To persuade officials to change the organ transplant system
   D. To persuade officials to leave the organ transplant system as it is

2. According to the article, Donna Shalala, U.S. Health and Human Services Secretary,
   A. agrees with UNOS.
   B. disagrees with the author.
   C. agrees with the author.
   D. agrees with legislators.

3. According to a UNOS report, in what city would a person wait the longest for a liver transplant?
   A. New Jersey
   B. New York City
   C. Washington, D.C.
   D. Baltimore

READ  
THINK  
EXPLAIN

Summarize the process for selecting a transplant patient when an organ becomes available. Use information from the article to support your answer.
Explain what this statement from the essay means.
“Your life shouldn’t depend on geography.”

**FCAT WRITING PROMPT**

**Writing Situation**
Transplanting organs such as hearts, livers, and kidneys is becoming more and more common.

**Directions for Writing**
Before you begin writing, think about different ways available organs could be matched to the patients who need them. Should distribution be based on money, position, geography, age, or other factors? Now write to explain to your reader how you think transplant organs should be distributed.
Answer Key:  How Do We Decide Who Gets Another Chance at Life?  Don’t Tie Gift of Life to Recipient’s Location

Type of Passage:  Persuasive

_ The correct answer is C.  _The author thinks the system is unfair and wants it changed.

Benchmark:  LA.A.2.4.2  Determines the author's purpose and point of view and their effects on the text.  (Includes LA.A.2.4.5  Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is C.  _Secretary Shalala agreed with the author and tried to get the system changed.

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

_ The correct answer is D.  _The statistics are listed in paragraph 7.

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

_ Scoring Rubric

Benchmark:  LA.A.2.4.4  Locates, gathers, analyzes, and evaluates written information for a variety of purposes.  (Includes LA.A.2.4.6  Selects and uses appropriate study and research skills.)

(Two-point scoring rubric)

Top-score response
The first step is to look in the local area for a suitable match.  If none is found, UNOS looks for one in the region and then in the rest of the country.

_ Scoring Rubric

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

(Four-point scoring rubric)

Top-score response
The student should explain that the system depends on where you live, not how urgent your medical condition is.  National rather than local control could change the priority from geography to the seriousness of the illness.
Grade 11 Selection: Writing for History

Answer numbers 1 through 5. Base your answers on the essay “Writing for History” on page 634 in Language Network.

_ Which statement best expresses the main idea of the essay?
   A. Technological development in the South came to a standstill after the Civil War.
   B. The Civil War widened the economic gap between the North and the South.
   C. Life in America after the Civil War was entirely different from life before 1860.
   D. Almost as many Americans were killed in the Civil War as in all later American wars combined.

_ Which one of the following states a reason why the South was economically ruined by the Civil War?
   A. The threat of secession could no longer be used.
   B. Farmland and the railway system were destroyed.
   C. The war fed the industrialization of Northern cities.
   D. Families were indelibly scarred by the war.

_ Which one of the following states a reason why the South lost its political power after the Civil War?
   A. The threat of secession could no longer be used.
   B. Farmland and the railway were destroyed.
   C. The war fed the industrialization of Northern cities.
   D. Families were indelibly scarred by the war.

_ What is a possible title for this essay? Support your answer with details and information from the essay.
What caused the economic gap between the North and the South to widen after the Civil War? Support your answer with details and examples from the essay.

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**FCAT WRITING PROMPT**

**Writing Situation**
One of the major issues of the Civil War was whether or not people should be allowed to own slaves. When the war ended over 140 years ago, the slaves were freed.

**Directions for Writing**
Before you begin writing, think about whether or not you believe the descendents of slaves should be financially compensated for the suffering of their ancestors. Now write a paper to convince your readers that living descendents of slaves should or should not be paid a certain amount of money for the suffering of their ancestors.
Answer Key: Writing for History
Type of Passage: Persuasive Essay

__ The correct answer is C. __ The main idea is stated at the beginning and end of the essay.

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

__ The correct answer is B. __ The answer is stated in paragraph four.

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

__ The correct answer is A. __ The political changes are stated in paragraph two.

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

__ Scoring Rubric __

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

(Two-point scoring rubric)

**Top-score response**
A possible title could be “Civil War Causes Great Changes. Reasons would include loss of political power, economic ruin, and loss of population in the South; The North lost became more industrialized and politically stronger.

__ Scoring Rubric __

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

(Four-point scoring rubric)

**Top-score response**
Support might include: farmlands, cities, and railways were destroyed; thousands of men were killed or crippled; technology came to a standstill; and slaves who made up much of the work force were freed.
Grade 12 Selection: Writing for Science

Answer numbers 1 through 5. Base your answers on the essay “Writing for Science” on page 635 in Language Network.

_ The word *Pangaea* refers to which of the following?
   A. The separation of the continents
   B. A continent made up of Africa and South America
   C. All of the continents joined together
   D. Fossils of tropical plants

_ According to the article, which of the following is the most logical cause for the earth’s now having separate continents?
   A. Erosion
   B. Sinking land
   C. Volcano eruptions
   D. Continental drift

_ Why do scientists believe that India and Australia were once joined together?
   A. Fossils of a specific plant were found in both places.
   B. The shapes of their coastlines were similar.
   C. Their animal life was similar.
   D. Ancient maps indicated they were once one land mass.

_ Explain how the study of fossils contributed to the theory that all the continents were once joined. Use information from the essay to support your answer.

________________________________________________________________________
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________________________________________________________________________
What theories besides continental drift have been used to explain the existence of Pangaea? Use information from the essay to support your answer.
Answer Key: Writing for Science

**Type of Passage: Informational**

_ The correct answer is C. _ The word is defined in the first paragraph.

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

_ The correct answer is D. _ The last paragraph explains continental drift.

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ The correct answer is A. _ Paragraph 4 explains this answer.

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

_ Scoring Rubric _

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

(Two-point scoring rubric)

**Top-score response**
Fossils of a plant that couldn’t have crossed the ocean were found on both India and Australia. Also, tropical plant fossils were found in Antarctica where they couldn’t possibly have survived the present climate.

_ Scoring Rubric _

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

(Four-point scoring rubric)

**Top-score response**
Other theories were that land eroded between South America and Africa and became the Atlantic Ocean. Other scientists thought the continents were joined by bridges of land that slowly sank into the oceans.
Grade 12 Selection: Application Essay

Answer numbers 1 through 5. Base your answers on the “Application Essay” on pages 622-623 in Language Network.

_ Which word best describes what Laura’s friend Megan thought of her?
  A. Rude
  B. Funny
  C. Smart
  D. Ugly

_ What is the meaning of the word pitfalls as it is used in the last paragraph of this essay?
  A. Sources of trouble
  B. Major advantages
  C. Humorous situations
  D. Expensive ordeals

_ Which statement best explains why Laura considered Megan’s opinion a “slap in the face.”
  A. She thought Megan was no longer her friend.
  B. She thought Megan meant she had a warped sense of humor.
  C. She thought Megan was saying she wasn’t very smart.
  D. She thought Megan was kidding.

READ THINK EXPLAIN

Compare the way Laura first reacted to Megan’s answer to her question to the way Laura felt after she thought about it for a while. Use details from the essay to support your answer.
According to Laura, what were some of the advantages and disadvantages of growing up in a family of nine children? Use details from the essay to support your answer.

FCAT WRITING PROMPT

Writing Situation
Family members affect our lives in many ways.

Directions for Writing
Think about how many siblings you have or whether you are an only child. How has this affected your life? Now write to explain to your reader the how being an only child or having brothers and/or sisters has helped to mold your life.
Answer Key: Application Essay  
Type of Passage: Informational

_ The correct answer is B._ In paragraph 4 Megan tells Laura she is funny.

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

_ The correct answer is A._ The word as used means troubles or disadvantages.

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

_ The correct answer is B._ Laura explains in paragraph 6 that she thought her friend was saying she had a warped sense of humor.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ Scoring Rubric

Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

(Two-point scoring rubric)
**Top-score response**  
At first Laura was insulted by Laura’s statement. After thinking about it, however, she decided that a sense of humor is a good quality. It comes in handy at times.

_ Scoring Rubric

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

(Four-point scoring rubric)
**Top-score response**  
Disadvantages could include details such as the dinner table scenario, stereos blasting, shopping for shoes, fighting for the front seat, Christmas shopping and lack of personal attention. Advantages include making friends easily, having a personal cheering section, developing a competitive nature, and being able to sell items for the National Honor Society.
Grade 12 Selection: Clutch Performer

Answer numbers 1 through 5. Base your answers on the essay “Clutch Performer” on pages 624-625 in Language Network.

What is the author’s purpose for writing this essay?
A. To convince readers to take their cars to women mechanics  
B. To introduce readers to a new cable television show  
C. To convince readers that women can learn about cars, too  
D. To introduce readers to Lucille Treganowan, a female mechanic

What is the best definition for the word *incongruity* as it is used in this statement?
“*But Treganowan is more than an incongruity . . .*”
A. A public spectacle  
B. A person who is artistically talented  
C. Something not compatible with what one would expect  
D. A celebrity with a national television show

What caused Lucille Treganowan to get into the auto repair business in the first place?
A. She had always had a fascination with cars.  
B. She was bored with her job as a bookkeeper.  
C. She wanted to become the manager of the garage where she worked.  
D. She wanted to be able to answer customers’ questions.

Contrast Lucille Treganowan’s appearance with the job she holds. Use information from the essay to support your answer.
Why does the author think it was much easier for Lucille Treganowan to break into the auto repair business in the 1960’s than it would be today? Use details and examples from the essay to support your answer.

FCAT WRITING PROMPT

Writing Situation
In this essay people tended to stereotype, or judge, Lucille Treganowan based on her looks rather than her abilities.

Directions for Writing
Before you begin writing, think about how stereotyping has been hurtful to you or a person or group you know. Now write to explain to your reader why it is unfair for people to stereotype others. Give details and examples to support your reasons.
Answer Key: Clutch Performer

Type of Passage: Informational

_ The correct answer is D. _This essay is a biographical sketch of Lucille Treganowan.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is C. _All of the statements leading up to this one explain that “what you see is not what you get.”

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

_ The correct answer is D. _The text states that Lucille started studying the manuals because she was frustrated that she could not answer customers’ questions.

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ Scoring Rubric

Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

(Two-point scoring rubric)

**Top-score response**
A top-score would point out that the small, grandmotherly, 66-year-old with white hair looks more like a librarian than an expert on car repair.

_ Scoring Rubric

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

(Four-point scoring rubric)

**Top Score Response**
No one took her seriously; the men in the shop thought she was cute; the owner never thought it was possible that she would open her own shop and compete with him; and no one was threatened by her.
Grade 12 Selection: ‘Fame’ Sets the Stage for a Showcase of Talent

Answer numbers 1 through 5. Base your answers on the essay “‘Fame’ Sets the Stage for a Showcase of Talent” on pages 626-627 in Language Network.

_Which of the following best states the author’s point of view?
   A. *Fame* is an excellent show, which should be taken to Broadway.
   B. The *Fame* cast is young and needs more experience.
   C. *Fame* has an exciting plot and well developed characters.
   D. *Fame* is intended for an older, more sophisticated audience.

_According to the author, which elements of *Fame* are the strongest?
   A. Characters and setting
   B. Plot and characters
   C. Talent and enthusiasm
   D. Musical score

_To what does the writer compare the storyline of *Fame*?
   A. A Latino dancer who burns for fame
   B. Ballet, jazz, and more traditional dances
   C. A World War II movie.
   D. *A Chorus Line* and high school sitcoms

_DESCRIBE THE CONFLICT OF THE STORY ON WHICH *FAME* IS BASED. USE INFORMATION FROM THE ESSAY TO SUPPORT YOUR ANSWER._

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__________________________________________________________________________
What evidence does the writer give to support his opinion that *Fame* is an outstanding musical? Use details and examples from the essay to support your answer.

**FCAT WRITING PROMPT**

**Writing Situation**
The story in *Fame* is about a young dancer who doesn’t believe academics are very important for him because he is an artist.

**Directions for Writing**
Before you begin writing, think about whether or not you believe students should be required to take courses in science, math, and other academic subjects, even students who plan to go into non-academic fields such as music or carpentry. Now write to explain to your reader whether or not you believe every student should be required to take academic courses, no matter what job they plan to pursue after high school.
Answer Key: ‘Fame’ Sets the Stage for a Showcase of Talent

Type of Passage: Informational

_ The correct answer is A. _ It is the only statement supported by the text.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is C. _ Paragraphs 1 and 6 both mention the outstanding talent and enthusiasm.

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

_ The correct answer is D. _ The answer is stated in paragraph 2.

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

_ Scoring Rubric _

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

(Two-point scoring rubric)

Top-score response

The conflict is between art and academics—whether or not an academic teacher should give a student a break because he is a dancer.

_ Scoring Rubric _

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

(Four-point scoring rubric)

Top-score response

Details may include the youthful talent, terrific singing and dancing, ethnic mix, enthusiasm of the performers who are all having fun, a good musical score, and the show’s strong appeal to youth.
Grade 12 Selection: It’s the Only Video Game My Mom Lets Me Chew

Answer numbers 1 through 5. Base your answers on the essay “It’s the Only Video Game My Mom Lets Me Chew” on pages 628-629 in Language Network.

_ What effect does playing video games have on the author of this essay?
   A. Anger at losing a game
   B. Relief from reality
   C. Determination to get even
   D. The thrill of winning

_ What can you infer is the purpose of the “beeps, twoozers, fanfares, and fugues” mentioned in the first paragraph?
   A. To let players know what kind of game they are selecting
   B. To confuse players so they won’t win the game
   C. To antagonize the players and make them angry
   D. To attract players to a particular game

_ According to the writer, which of the following are designed to cause the players to play more games?
   A. The spider-like grid bugs
   B. The sarcastic whines and droning catcalls
   C. The bonus gobblers, shooters, racers, fighters, and markers
   D. The celebrated raspberry and droning of “Taps”

_ Explain what the writer means by this statement from paragraph 2.
  “The worse you play, the more games you play.”
How does an inexperienced player contrast with a more experienced player? Use details and examples from the essay to support your answer.

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**FCAT WRITING PROMPT**

**Writing Situation**
It has been suggested that teen violence may be related to the violence in video games and on television.

**Directions for Writing**
Before you begin writing, think about incidents of teen violence that have been in the news in the last few years. Now write to convince the reader of your paper whether or not you believe television and video games have played a part in causing teen violence.
Answer Key: It’s the Only Video Game My Mom Lets Me Chew

Type of Passage: Informational

The correct answer is B. At the end of the essay the writer makes it clear that playing video games removes him from reality.

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

The correct answer is D. The phrase “compete for dominance” infers that the sounds are wooing the players.

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

The correct answer is B. The whines and catcalls antagonize the players, making them more likely to lose and continue playing to get even.

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

Scoring Rubric

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

(Two-point scoring rubric)

Top-score response

A top-score response would explain that when a player loses, he becomes frustrated. Then determined to get even, he puts another quarter in the slot.

Scoring Rubric

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

(Four-point scoring rubric)

Top-score response

The inexperienced player is emotional, nervous, screaming, and kicking the machine. The experienced player is unemotional, relaxed, quiet, and doesn’t get worked up.
Grade 12 Selection: Special Message to the Congress on Urgent National Needs

Answer numbers 1 through 5. Base your answers on the essay “Special Message to the Congress on Urgent National Needs” on pages 630-631 in Language Network.

1. Which of the following best states the author’s purpose for delivering this speech?
   A. To inform the country about what was going on in the space program
   B. To convince Americans that the country needed more space satellites for world-wide communications
   C. To announce that America was planning to put a man on the moon
   D. To persuade Congress to provide funds for advancement of the space program

2. What does the President believe is the main purpose for unmanned space explorations?
   A. To experiment with different rocket fuels
   B. The ensure the survival of the men on the first moon flight
   C. To search for the existence of life on other planets
   D. To bring prestige to the United States of America

3. Which of the following best expresses President Kennedy’s point of view in this speech?
   A. America should follow the lead of other countries in space
   B. Congress should do whatever it can afford for now
   C. America should take the lead in space exploration
   D. Even though space exploration is important, we have more serious problems at home.

4. What were some of Kennedy’s proposals for preparing to put a man on the moon? Use information from the essay to support your essay.
Summarize the national goals President Kennedy mentioned in his speech. Use information from the speech to support your answer.

FCAT WRITING PROMPT

Writing Situation
In his speech President Kennedy urged lawmakers to expand America’s space program.

Directions for Writing
Before you begin writing, think about how valuable you think our space program is and whether or not we should put millions of dollars into space travel and exploration. Now write a paper explaining your position on America’s space program.
Answer Key: Special Message to the Congress on Urgent National Needs
Type of Passage: Informational

_ The correct answer is D. _ The purpose is stated in the third paragraph.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is B. _ Kennedy stated that the unmanned explorations are particularly important for the survival of the man who makes the first moon flight.

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

_ The correct answer is C. _ Kennedy said we “should take an affirmative position,” take a leading role, and not be “governed by the efforts of others.”

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ Scoring Rubric

Benchmark: LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions.

(Two-point scoring rubric)

Top-score response
Kennedy proposes in paragraph 4 to develop a lunar space craft, alternate fuel boosters, and engines for unmanned explorations.

_ Scoring Rubric

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

(Four-point scoring rubric)

Top-score response
Top-score responses will include the goals of putting a man on the moon, developing the Rover nuclear rocket, and using more space satellites for world-wide communications and weather observations.
Grade 12 Selection: Writing for Social Studies

Answer numbers 1 through 5. Base your answers on the essay “Writing for the Social Sciences” on page 632 in Language Network.

_ Which of the following best explains the law of demand?
   A. Suppliers want to earn as much money as they can.
   B. Buyers usually buy products at the lowest price available.
   C. Sellers can demand any price they want for goods.
   D. Consumers should save their money for hard times.

_ What is the best meaning of the word consumers as it is used in this essay?
   A. Traders
   B. Sellers
   C. Suppliers
   D. Buyers

_ What factor other than price can affect the demand for a certain product?
   A. Advertising
   B. Equilibrium price
   C. Supply
   D. Transactions

_ Give an example of the law of supply. Use the example in the essay to help you think of your own example.
Explain what the term “equilibrium price” means. Use information from the essay to support your answer.

FCAT WRITING PROMPT

Writing Situation
It is often said that young people today have it too easy, that they are given too much and don’t appreciate it because they don’t have to work for it.

Directions for Writing
Before you begin writing, think about whether or not you think young people would be better off if they had to work harder for what they get. Now write a paper agreeing or disagreeing with the statement that young people today have it too easy.
Answer Key: Writing for the Social Sciences
Type of Passage: Informational

_ The correct answer is B._ The law of demand is explained in the first paragraph.

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

_ The correct answer is D._ The word _consumers_ means _buyers_.

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

_ The correct answer is A._ This detail is stated in the first paragraph.

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ Scoring Rubric_

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

(Two-point scoring rubric)

**Top-score response**
In a top-score response the example should parallel the one in the essay: a supplier prefers to sell more bicycles priced at $300 than those priced at $100.

_ Scoring Rubric_

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

(Four-point scoring rubric)

**Top-score response**
“Equilibrium price” is the price agreed on between the supplier and the consumer. On a graph, it would be the point where two lines meet, one showing how many items consumers bought at each price and the other showing how many of the items the supplier sold at each price.
Grade 12 Selection: Writing for the Social Sciences

Answer numbers 1 through 5. Base your answers on the essay “Writing for Social Sciences” on page 633 in Language Network.

_ What organizational pattern does the writer use in this essay?
  A. Comparison and contrast
  B. Argument and support
  C. Main headings and details
  D. Chronological order

_ What causes water to become a solid when it is frozen?
  A. It undergoes a chemical change.
  B. Its molecules relax their connection to each other.
  C. It is made up of hydrogen and oxygen atoms.
  D. Its molecules become locked in a rigid pattern.

_ Which of the following is an example of a chemical change?
  A. Corn kernels being popped into popcorn
  B. Boiling water turning into steam
  C. A log burning in a fireplace
  D. Water being frozen into ice cubes

_ Explain how electrolysis works. Use information from the essay to support your answer.
Explain the difference between a physical change and a chemical change. Use examples and details from the essay to support your answer.

FCAT WRITING PROMPT

Writing Situation
There has been much controversy over the fact that so many Americans are getting plastic surgery, especially young girls of high school age.

Directions for Writing
Before you begin writing, think about whether or not you think cosmetic surgery, such as face-lifts, breast implants, and hair implants, is a good idea. Now write to convince the reader of your paper whether plastic surgery to improve a person’s appearance should be discouraged or accepted.
Answer Key: *Writing for Science*
*Type of Passage: Informational*

_ The correct answer is A. _ The essay contrasts physical and chemical changes.

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

_ The correct answer is D. _ The answer is stated in paragraph 2.

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ The correct answer is C. _ All of the others are physical changes.

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

_ Scoring Rubric

Benchmark: LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (Includes LA.A.2.4.6 Selects and uses appropriate study and research skills and tools.)

(Two-point scoring rubric)

**Top-score response**
Electrolysis is the passing of electric current through a substance to cause a chemical change, such as breaking water molecules into oxygen and hydrogen molecules.

_ Scoring Rubric

Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

(Four-point scoring rubric)

**Top-score response**
Physical change involves altering physical characteristics, such as texture or size. Water might be used as an example. In a chemical change, one substance changes into another, such as burning wood becoming ash.
Grade 11 IAR Selection: “What Is An American?” by Jean de Crevecouer


_ According to the author, which of the following is the biggest advantage a European immigrant had in America compared to his homeland?

A. His hard work paid off for him and his family.
B. He did not have to go to jail for being poor.
C. He was given more respect.
D. He was free to choose any profession he wanted to work in.

_ According to the author, what did Europeans leave behind when they came to America?

A. A better life
B. The land they owned
C. Their citizenship
D. Jails and punishment

_ According to the author, what did religion demand of the early immigrants?

A. Ten percent of their salaries
B. Regular attendance at church on Sunday
C. Gratitude to God
D. Nothing

_ Explain the comparison the author makes between European immigrants and plants. Use information from the essay to support your answer.
According to the author, in what ways are European immigrants better off in America? Use details and examples from the selection to support your answer.

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**FCAT WRITING PROMPT**

**Writing Situation**
In this essay the author, a French immigrant, shows much love and respect for America. Many people think that American young people of today show very little patriotism.

**Directions for Writing**
Before you begin writing, think about whether or not you believe today’s young people feel loyal to their country. Now write to explain to the reader of your paper whether or not you believe young Americans are patriotic.
Answer Key: “What Is An American?” by Jean de Crevecouer
Type of Passage: Informational

_ The correct answer is A. In the last paragraph, the author states that in America the immigrant has passed to “toils of a different nature, rewarded by ample subsistence.”

**Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is D. In paragraph one the author lists several things the immigrant has left behind, including jails and punishment.

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

_ The correct answer is C. At the end of the second paragraph, the author states that religion demands only a small salary for the minister and gratitude to God.

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

_ Scoring Rubric

**Benchmark:** LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

**Top-score response** (Two-point scoring rubric)
Before coming to America, the immigrants were useless plants that needed rich soil and rain to grow. They withered and were mowed down by poverty, hunger, and war. After they were transplanted here, they took root and grew well.

_ Scoring Rubric

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

**Top-score response** (Four-point scoring rubric)
In America the money they earned was equal to the work they did. Their children were starving before, but here they were “fat and frolicsome” and willing to help on the farm. Their crops fed and clothed the family rather than being claimed by the rich and powerful. Also, religion was not so demanding here.
Grade 11 IAR Selection: “Life on the Mississippi” by Mark Twain

Answer numbers 1 through 5. Base your answers on “Life on the Mississippi” from The Interactive Reader, pages 187-194.

_ Why did the author decide to become a riverboat pilot?
   A. He had always dreamed of piloting a riverboat.
   B. The pilot of the Paul Jones needed help.
   C. His father had been a riverboat pilot.
   D. He was running out of money.

_ Which of the following best describes the author’s attitude toward his new profession after he had been training for several days?
   A. He decided it was not for him.
   B. It was easier than he had thought it would be.
   C. It was more difficult than he had expected.
   D. He decided to quit because he hated to get up in the middle of the night.

_ What caused Captain Bixby to go into a rage?
   A. The author steered the boat too close to the other boats.
   B. The author couldn’t remember anything the author had told him.
   C. The author wouldn’t get out of bed to help him on the night shift.
   D. He ran over the steering oar of a trading boat.

_ Explain what the author meant when he said he had lost something that could never be restored when he mastered his new profession. Use information from the selection to support your answer.
Explain why Captain Bixby instructed the author to steer the boat close to the bank going upstream and to stay “well out” away from the bank going downstream. Use details and examples from the selection to support your answer.

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**FCAT WRITING PROMPT**

**Writing Situation**
In this essay Mark Twain trained to become a riverboat pilot.

**Directions for Writing**
Before you begin writing, think about a profession that would suit your personality and abilities. Now write to explain to the reader of your paper why you might be well suited for this profession.
Answer Key: “Life on the Mississippi” by Mark Twain  
Type of Passage: Literary

_ The correct answer is D. _Because the author had only nine or ten dollars left in his pocket, he decided he needed to “contrive a new career.”

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

_ The correct answer is C. _He realized he would have to memorize the whole river.

**Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion.)

_ The correct answer is B. _Captain Bixby asked the author three questions about the parts of the river they had already covered, and he answered “I don’t know” to all of them.

**Benchmark:** LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ Scoring Rubric

**Benchmark:** LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of material.

**Top-score response** (Two-point scoring rubric)  
A top-score response would explain that after a while he was no longer able to admire the beauty of the sun and moon over the river because he constantly had to look for clues that would help him safely steer the riverboat. The romance was gone.

_ Scoring Rubric

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

**Top-score response** (Four-point scoring rubric)  
The strongest current was in the middle of the river, and the “easy water” was near the bank. It was better when going upstream against the current to stay near the bank and out of the strong current. Otherwise, the current would slow the boat down. When going downstream, or with the current, staying in the middle with the strongest current would increase the boat’s speed.
Grade 11 IAR Selection: “A Wagner Matinee” by Willa Cather

Answer numbers 1 through 5. Base your answers on “A Wagner Matinee” from The Interactive Reader, pages 197-206.

Which of the following best describes how the narrator felt about Aunt Georgiana?
A. He was irritated that she came to Boston on such short notice.
B. He was shocked at her appearance when she arrived.
C. He was still angry with her for leaving her family to go to Nebraska.
D. He was grateful to her for all she had done for him.

Of all the things Aunt Georgina had to do without during her marriage to Uncle Howard, which sacrifice caused her the most pain?
A. Her family
B. Her music
C. The city life
D. A nice house

What was Aunt Georgiana’s reaction at the end of the concert?
A. She was confused about where she was.
B. She was anxious to get back to her farm in Nebraska.
C. She sobbed and did not want to leave.
D. She fell asleep from exhaustion.

Compare and contrast Aunt Georgiana with the other women at the matinee. Use details from the selection to support your answer.
The narrator states that he owed to Aunt Georgiana “most of the good that ever came my way in my boyhood.” What caused him to feel this way about his aunt? Use details and examples from the selection to support your answer.

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FCAT WRITING PROMPT

Writing Situation
In this story, Clark’s aunt had a wonderful influence on him as he was growing up.

Directions for Writing
Before you begin writing, think of someone who has made a difference in your life. Now write to explain to the reader of your paper how this person has influenced your life in positive ways.
Answer Key: “A Wagner Matinee” by Willa Cather
Type of Passage: Literary

_ The correct answer is D. _ The narrator loves and respects his aunt for what she did for him when he was a young boy.

**Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

_ The correct answer is B. _ Clues throughout the story, including her behavior at the concert, point to the fact that she had missed her music the most.

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

_ The correct answer is C. _ She burst out crying and said she did not want to leave.

**Benchmark:** LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of material.

_ Scoring Rubric

**Benchmark:** LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

**Top-score response** (Two-point scoring rubric)
Aunt Georgiana’s appearance—soiled linen duster, uneven country dress, stooped shoulders, sunken chest, and leathery skin—contrast sharply with the rest of the audience, mostly women, whose beautiful colors and soft, silky fabrics reminded the narrator of an impressionistic landscape.

_ Scoring Rubric

**Benchmark:** LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

**Top-score response** (Four-point scoring rubric)
A top-score response would include details that describe the kindness Aunt Georgiana showed Clark when he was a boy—helping him recite his Latin lessons, introducing him to mythology and Shakespeare, teaching him to play the organ, and singing to him when he was sick. In short, his aunt gave him his appreciation for the arts.
Grade 11 IAR Selection: “How It Feels to Be Colored” by Zora Neale Hurston

Answer numbers 1 through 5. Base your answers on the selection listed above from The Interactive Reader, pages 254-259.

_ What does the narrator mean when she says she is not “tragically colored.”
   A. Nothing tragic has happened to her because of the color of her skin.
   B. She feels she has struggled in life because of the color of her skin.
   C. She has no sorrow or regrets about being black.
   D. Her grandfather on her mother’s side is not an American Indian.

_ According to the author, what is the main difference between her and the white person sitting next to her during the jazz performance?
   A. She feels the music while he only hears it.
   B. He is more emotional that she is.
   C. She knows the members of the band, and he does not.
   D. Unlike her, he is uncomfortable being in a place where he is the only white.

_ Which of the following is the best meaning for the word *saunter* as it is used in line 131?
   A. Walk leisurely and proudly
   B. Rush as if being chased
   C. Creep timidly
   D. Skip happily

_ Explain what the narrator means when she says she didn’t become colored until she was thirteen years old. Use details and examples from the selection to support your answer.
In the last paragraph of the selection, the narrator compares herself to a “brown bag of miscellany propped against a wall.” Explain how she uses this analogy to point out her belief that all people are basically the same on the inside.

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FCAT WRITING PROMPT

Writing Situation
In this essay Zora Neale Hurston discusses how her race has influenced her life.

Directions for Writing
Before you begin writing, think about an aspect of your life—such as race, nationality, religion, or social class—and how it has shaped you as an individual. Now write to explain to the reader of your paper how one of these aspects has influenced your life.
Answer Key: “How It Feels to Be Colored” by Zora Neale Hurston
Type of Passage: Literary

_ The correct answer is C. _ Hurston makes it clear that she is proud of her color.

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

_ The correct answer is A. _ She responds with great emotion, while he merely says that it is good music.

**Benchmark:** LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

_ The correct answer is A. _ The phrase “feeling snooty” provides a context clue.

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

_ Scoring Rubric

**Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

**Top-score response** (Two-point scoring rubric)
The narrator explains that until she was 13 she lived in a town where everyone was African-American. It was not until she moved to the larger city of Jacksonville that she was looked upon as a “little colored girl,” different because her skin was brown.

_ Scoring Rubric

**Benchmark:** LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

**Top-score response** (Four-point scoring rubric)
The yellow, red, white, and brown (like hers) bags represent people of all races. Each contains a jumble of things which make up the individual person, some priceless, some worthless. If all of these things were poured into a big pile and the bags were randomly filled up again, none of the bags would change very much. “A bit of colored glass more or less would not matter.” She suggests that perhaps that is how the “Great Stuffer of Bags,” or God, filled the bags in the first place.
Grade 11 IAR Selection: The End of Something by Ernest Hemingway

Answer numbers 1 through 5. Base your answers on the selection, “The End of Something” from The Interactive Reader, pages 274-278.

_ Why did the Hortons Bay lumber company close down?
  A. There were no more logs to make lumber.
  B. The lumber mill went broke.
  C. A schooner took the huge saws and other machinery away.
  D. There weren’t enough mill workers in Horton’s Bay.

_ When Nick and Marjorie were preparing the bait for the trout lines, what did Nick point out that Marjorie was doing wrong?
  A. Dropping the lines in too soon
  B. Cutting the heads off the bait fish
  C. Cutting the ventral fins off the bait fish
  D. Scaling the bait fish

_ Why did Marjorie take the boat and leave Nick on the beach?
  A. She was angry with Nick.
  B. She wanted to give Bill and Nick some time together.
  C. Her parents expected her home for dinner.
  D. She knew her relationship with Nick was over.

_ Explain the double meaning of the title, “The End of Something.”
Use information from the selection to support your answer.

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Explain the process Nick and Marjorie went through to set the night lines for rainbow trout.

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**FCAT WRITING PROMPT**

**Writing Situation**
After breaking up, some couples remain friends while others go their separate ways.

**Directions for Writing**
Before you begin writing, think about whether or not couples who break up should remain friends. Now write to convince the reader of your paper that couples should or should not remain friends after they break up.
Answer Key: The End of Something by Ernest Hemingway
Type of Passage: Literary

_ The correct answer is A. _ The mill had to be moved because there were no more logs in Hortons Bay.

**Benchmark:** LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ The correct answer is C. _ Nick told her not to take the ventral fin out.

**Benchmark:** LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of material.

_ The correct answer is D. _ Nick acted strangely and told her love was no longer fun.

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

_ Scoring Rubric

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

**Top-score response** (Two-point scoring rubric)
A top-score response would explain that the dismantling of the mill, which marked the end of the town of Hortons Bay, parallels the end of the relationship between Marjorie and Nick.

_ Scoring Rubric

**Benchmark:** LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (Includes LA.A.2.4.6 Selects and uses appropriate study and research skills and tools.)

**Top-score response** (Four-point scoring rubric)
First, they prepared the bait, a pail of live perch, by cutting off their heads and skinning them. Then they hooked each of them through the tail. Each of the two rods had two hooks. Nick held the rods on shore while Marjorie rowed out into the channel with the lines in her teeth. When Nick told her it was time, she dropped the baits into the water and rowed back to shore.
Grade 11 IAR Selections: Mexicans Begin Jogging, Legal Alien, Straw Into Gold

Answer numbers 1 through 5. Base your answers on the selections listed above from *The Interactive Reader*, pages 330-340.

_ What do these three writers have in common?
  A. They grew up in Texas.
  B. They were looked upon as different.
  C. They traveled all over the world.
  D. They lost their jobs because they were illegal aliens.

_ To what does Sandra Cisneros, author of “Straw into Gold,” compare the main character of “Rumpelstiltskin”?
  A. Learning the English language
  B. Being asked to make corn tortillas
  C. Traveling from place to place
  D. Taking her MFA exam

_ Explain what the speaker in “Legal Alien” means by the phrase “masking the discomfort of being pre-judged.”
  A. Not letting anyone know how she feels about being treated differently
  B. Facing prejudice from those around her
  C. Not speaking English as well as other Americans
  D. Wearing a mask to hide her tears

_ In “Straw into Gold,” Sandra Cisneros said she had managed to do many things she didn’t think she, a Latina woman, was capable of doing. What are some of the accomplishments she is proud of?

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Compare and contrast the way the narrators of the two poems, “Mexicans Begin Jogging” and “Legal Alien,” felt about being Mexican Americans.

FCAT WRITING PROMPT

Writing Situation
Throughout history, prejudice has destroyed many lives.

Directions for Writing
Before you begin writing, think about how people who look different are treated in your school and community. Now write to explain how prejudice against people who look different can be harmful.
Answer Key: Mexicans Begin Jogging, Legal Alien, Straw Into Gold
Type of Passage: Literary

_ The correct answer is B. All three writers were looked upon as different.

   Benchmark: LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions.

_ The correct answer is B. When Cisneros was asked by her friends to make corn tortillas, she felt like the girl in “Rumpelstiltskin.”

   Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

_ The correct answer is A. She would not let anyone know how hurt she felt when her peers, Mexican and American, were prejudiced against her.

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

_ Scoring Rubric

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

   Top-score response (Two-point scoring rubric)
A top-score response may include attending a respected university, getting an MFA degree, traveling and living in foreign countries, and becoming a famous writer.

_ Scoring Rubric

   Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

   Top-score response (Four-point scoring rubric)
Both writers are alienated and pre-judged. Mora is more serious and less optimistic about being accepted as an American. Soto is optimistic about his future and his tone is more jovial. He gently makes fun of his boss and the white people who live in the nicer neighborhoods.
Grade 12 IAR Selection: from *The Life of Samuel Johnson* by Boswell

Answer numbers 1 through 5. Base your answers on excerpts from *The Life of Samuel Johnson* in *The Interactive Reader*, pages 149-155.

___ Which of the following best describes Samuel Johnson’s attitude about eating?
   A. He cared little about food and could go for days without eating.
   B. He was a good dinner conversationalist and had excellent table manners.
   C. He ate very little because he thought it was a sin to overeat.
   D. He ate ferociously and was not happy when he was served a plain meal.

___ What were Johnson’s views about the differences between men and women?
   A. Men and women should have equal responsibility and freedom.
   B. Men do all the work, and women have all the freedom they should want.
   C. Women have much more freedom than men.
   D. Men are punished more severely for their crimes than women.

___ How did Johnson react to Boswell’s telling him that David Hume did not fear death?
   A. He agreed with Hume and did not fear death himself.
   B. He thought Boswell had made it up the whole story.
   C. He thought not being here after death was the same as not being here before you were born.
   D. He thought Hume was either a madman or a liar.

___ Compare and contrast what Johnson said about eating habits to what he did in actual practice. Use details and examples from the first section, “On Eating.”
In the last excerpt, “On Johnson’s Physical Courage,” Boswell stated that Samuel Johnson had remarkable physical courage. On what did he base this statement? Use details and examples from the selection to support your answer.

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**FCAT WRITING PROMPT**

**Writing Situation**
In this essay, Mrs. Knowles and Samuel Johnson discussed whether or not women had more freedom than men.

**Directions for Writing**
Before you begin writing, think about whether you think women of today have as much freedom as men. Now write to convince the reader of your paper that women have or do not have as much freedom as men.
Answer Key: from *The Life of Samuel Johnson* by Boswell

**Type of Passage:** Literary

- **The correct answer is D.** Boswell describes Johnson as riveted to his plate with veins popping out of his forehead and sweat on his face.

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

- **The correct answer is B.** Johnson tells Mrs. Knowles that women have all the liberty they should want and men do all the work to “pay our court to the women.”

  **Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text.

- **The correct answer is D.** Johnson had an awful dread of death. He thought Hume was mad if he really thought so; otherwise he was lying.

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

- **Scoring Rubric**

  **Benchmark:** LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

  **Top-score response** (Two-point scoring rubric)
  Johnson talked “with great contempt” about people who “were anxious to gratify their palates” and even wrote an essay against gluttony. However, when he sat down to a meal, he ate “fiercely” and worked himself into a sweat. He didn’t talk or listen to what anyone else had to say until he satisfied his appetite.

  **Scoring Rubric**

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

  **Top-score response** (Four-point scoring rubric)
  A top score response would include some of the following examples: beating two fighting dogs until they stopped, firing off a gun with six or seven charges after being told it was dangerous, fighting off four men who attacked him on the street, tossing a man who took his seat at the playhouse into the orchestra pit, and threatening to beat up a man who planned to mimic him on the stage.
Grade 12 IAR Selection: from *The Speeches* by Winston Churchill

Answer numbers 1 through 5. Base your answers on the selection listed above from *The Interactive Reader*, pages 324-332.

_ What was the author’s purpose for writing this speech?
  A. To convince his people to support France in the war against Germany
  B. To inform his people of the state of the war
  C. To assure his people that England would not get involved in the war
  D. To persuade his people to rise up against France

_ What was the bond between France and England that Churchill referred to in the following quote?
  “We have differed and quarreled in the past; but now one bond unites us all…”
  A. Helping each other economically
  B. Helping the countries already defeated by Germany
  C. Defeating Germany
  D. Providing weapons to France

_ What supplies did Churchill say were needed right away?
  A. Food and uniforms
  B. Airplanes and tanks
  C. Bombs and grenades
  D. Ammunition and rations

_ Explain what Churchill means by the following statement:
  “Our task is not only to win the battle—but to win the war.”
Explain how in this speech Churchill used words and phrases with strong emotional content to arouse the people of England against Germany. Use details and examples from the selection to support your answer.

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FCAT WRITING PROMPT

Writing Situation
Some people believe that war is necessary and even inevitable, and others believe that violence is never justified.

Directions for Writing
Before you begin writing, think about which group you most agree with. Now write to explain to the reader of your paper your beliefs about war.
Answer Key: from *The Speeches* by Winston Churchill

Type of Passage: Literary

_ The correct answer is A. _ Churchill explained that Germany must be stopped and that France needed more support from England.

**Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text.

_ The correct answer is C. _ England and France must “wage war until victory is won.”

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

_ The correct answer is B. _ He mentioned airplanes, tanks, shells and guns.

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

_ Scoring Rubric

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

**Top-score response** (Two-point scoring rubric)
The battle Churchill referred to was the defeat of the Germans in France. However, his main goal, to win the war, was to defend his own country and the world against the Germans, to win the “struggle for life and honor, for right and freedom.”

_ Scoring Rubric

**Benchmark:** LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

**Top-score response** (Four-point scoring rubric)
A top score response may include some of the following quotes: “armored vehicles ravaging the open country,” “furious and unrelenting assault,” “hideous apparatus of aggression which gashed Holland into ruin and slavery,” “whatever happens they will fight to the end, be it bitter or glorious,” “wage war until victory is won, and never surrender ourselves to servitude and shame,” and “the foulest and most soul-destroying tyranny which has ever darkened and stained the pages of history.”
**Grade 12 IAR Selection: A Sunrise on the Veld by Doris Lessing**

Answer numbers 1 through 5. Base your answers on the selection listed above from *The Interactive Reader*, pages 337-346.

1. Why did the boy stay awake three nights in a row?
   A. To go on a hunting trip
   B. Because he was too excited to sleep
   C. To prove he could do it
   D. To make sure he was awake by half-past four

2. What caused the buck to be trapped by the ants?
   A. Some boys had injured it by throwing rocks at it.
   B. Another jealous buck had horned it.
   C. A hunter had shot and wounded it.
   D. It had somehow broken its back leg.

3. Why did the boy change his mind about shooting the buck?
   A. Because he did not want to cause more pain
   B. Because the buck was already unconscious
   C. Because he was afraid the ants would attack him
   D. Because he knew it wouldn’t change anything

4. **READ**

5. **THINK**

6. **EXPLAIN**

Contrast the boy’s mood before he saw the dying buck and after he saw it. Use details and examples from the selection to support your answer.
What knowledge did the boy gain after seeing the buck being attacked by the ants? Why was it so traumatic? Use details and examples from the story to support your answer.

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**FCAT WRITING PROMPT**

**Writing Situation**
Some animal rights activists believe it is wrong to kill animals for meat, leather, fur, medical experimentation, or any other reason.

**Directions for Writing**
Before you begin writing, think about whether or not you think it is wrong to kill animals for the benefit of man. Now write to convince the reader of your paper whether or not you approve of killing animals for the benefit of humans.
Answer Key: *A Sunrise on the Veld* by Doris Lessing  
**Type of Passage:** Literary

_ The **correct answer is C.** The boy wanted to prove to himself that he could do it._

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

_ The **correct answer is D.** The boy looked at the skeleton and noticed the broken leg._

**Benchmark:** LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ The **correct answer is B.** The buck was already unconscious and feeling no pain._

**Benchmark:** LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ Scoring Rubric_  

**Benchmark:** LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

**Top-score response** (Two-point scoring rubric)  
Before he saw the buck he was leaping in great strides and yelling mad with the joy of being fifteen and in control of everything in his life. Afterwards, he had a swelling of rage, misery, and protest because he had no control over the suffering and death.

_ Scoring Rubric_  

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

**Top-score response** (Four-point scoring rubric)  
The boy gained the “knowledge of fatality, of what had to be.” Before seeing the buck he felt he could do and become anything he wanted. Now he was sick and angry at the realization that death and suffering were a part of living. Cruelty was an everyday occurrence on the veld, and somehow he was a part of it, too. He was upset that the world was not all rosy and totally in his control.
Grade 12 IAR Selection: *Civil Peace* by Chinua Achebe

Answer numbers 1 through 5. Base your answers on the selections listed above from *The Interactive Reader*, pages 350-356.

1. Which of the following best describes Jonathan?
   A. Mean and tough
   B. Clever and hardworking
   C. Sad and angry
   D. Careless and absent-minded

2. What was Jonathan most thankful for after the war was over?
   A. His bicycle and his house
   B. His wife and children
   C. His money
   D. His ability to make money

3. How did Jonathan manage to still have his bicycle after the war was over?
   A. The officer who borrowed it gave it back to him.
   B. His wife and children kept it safely hidden.
   C. He bought it back from the soldier who had stolen it from him.
   D. He buried it and dug it up years later after the surrender.

4. How were the thieves who robbed Jonathan different from what you would normally expect thieves to be like? Use details from the selection to support your answer.
How did Jonathan react to being robbed? Use details from the selection to support your answer.

FCAT WRITING PROMPT

Writing Situation
In this story Jonathan shows several qualities that help him succeed quickly after he and his countrymen had lost almost everything they had in the war.

Directions for Writing
Before you begin writing, think about the traits that make a person successful in life. Now write to explain to the reader of your paper the characteristics a person needs for success and why they are important.
Answer Key: *Civil Peace* by Chinua Achebe

**Type of Passage:** Literary

_ The correct answer is B. _ Jonathan worked hard and always figured out how to get ahead.

_Benchmark:_ LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

_ The correct answer is B. _ He states repeatedly that his own head and those of his wife and children were his greatest blessings, even though he lost one child in the war.

_Benchmark:_ LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of material.

_ The correct answer is D. _ Jonathan buried his bicycle and dug it up after the war.

_Benchmark:_ LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

_ Scoring Rubric

_Benchmark:_ LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

**Top-score response** (Two-point scoring rubric)
They pretended to call the police themselves after the whole family yelled for them. Then they said they were not bad thieves and didn’t want to make trouble. The civil war was over now and this was civil peace. Also, they were willing to negotiate the amount of their demand and settled for twenty pounds, even though Jonathan had more. Normal thieves would be more ruthless in their demands.

_ Scoring Rubric

_Benchmark:_ LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of material.

**Top-score response** (Four-point scoring rubric)
Jonathan and his wife went back to work the next morning as if nothing had happened. “I count it as nothing,” he said. When people sympathized with him, he reminded them that the twenty pounds was unimportant compared to other things that were lost in the war. He had not needed it before, and could easily do without it now.
Grade 12 IAR Selection: *Six Feet of the Country* by Nadine Gordimer

Answer numbers 1 through 5. Base your answers on the selection listed above from *The Interactive Reader*, pages 359-373.

1. According to the narrator, what did city people mean when they spoke of the “tensions” of city life?
   - A. Hurrying people in crowded streets
   - B. The struggle for money
   - C. Racial conflict between blacks and whites
   - D. The high crime rate

2. Why did Petrus wait so long to get help for his sick brother?
   - A. Because he didn’t have the money to pay for a doctor
   - B. Because he was trying to wait for his father to arrive
   - C. Because his brother was in the country illegally
   - D. Because he did not think the illness was that serious

3. Why did the narrator decide to tell the authorities about the dead brother?
   - A. He was concerned the boy might have had a contagious disease.
   - B. He was afraid he might get into trouble if he didn’t report the death.
   - C. He wanted to get revenge on Petrus.
   - D. He wanted to irritate his wife.

4. Why did the narrator and his wife move to the country? Did they achieve their goal? Use details and examples from the selection to support your answer.

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<th>READ</th>
<th>THINK</th>
<th>EXPLAIN</th>
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<td>Why did the narrator and his wife move to the country? Did they achieve their goal? Use details and examples from the selection to support your answer.</td>
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[Blank lines for answer]

82
What is the narrator’s attitude toward the black farm workers? Use details and examples from the selection to support your answer.

**FCAT WRITING PROMPT**

**Writing Situation**
In this story the narrator thinks it is ridiculous to spend money on a person after he is dead, while Petrus and his family are willing to make great monetary sacrifices to properly bury his brother.

**Directions for Writing**
Before you begin writing, think about how much importance you place on funerals and expensive burials to honor the dead. Now write to explain to the reader of your paper how important you think it is to spend money on a person after he dies.
Answer Key:  *Six Feet of the Country* by Nadine Gordimer  
**Type of Passage:**  Literary

_ The **correct answer is C.** The narrator stated that they are referring to white men keeping guns under their pillows and burglar bars on their windows, and black men refusing to stand aside to let white men pass._

**Benchmark:**  LA.E.2.2.1  Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

_ The **correct answer is C.** His brother came from Rhodesia illegally to look for work._

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

_ The **correct answer is A.** He stated, “It might have been something contagious.”_  

**Benchmark:**  LA.A.2.4.1  Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of material.

_ Scoring Rubric_  

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

**Top-score response** (Two-point scoring rubric)  
The narrator stated that they had moved to the country to improve their marriage. However, by the end of the story, she seemed even farther away from him than she had been before. He was irritated when she demanded that he try to get the body back. She stared blankly when he tried to have a conversation with her. He was unmoved by her sympathy with the workers.

_ Scoring Rubric_  

**Benchmark:**  LA.A.2.4.2  Determines the author's purpose and point of view and their effects on the text.

**Top-score response** (Four-point scoring rubric)  
The narrator has little sympathy for the workers. He is grateful they don’t cause trouble and convinces himself the “poor devils” don’t have it so bad. He is irritated by the problem and is trying to get the body back so that the authorities won’t get away with a swindle—not to help the dead boy’s family. In fact, he states that the boy “had no identity in this world anyway.” He is cold and uncaring about their way of life.