

Florida FSA 2020 Grade 8 Reading Practice

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FSA
ELA & Mathematics
Assessments

Grade 8
FSA ELA Reading
Practice Test Questions

The purpose of these practice test materials is to orient teachers and students to the types of questions on paper-based FSA ELA Reading tests. By using these materials, students will become familiar with the types of items and response formats they may see on a paper-based test. The practice questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. The practice test is not intended to guide classroom instruction.

**Directions for Answering the
ELA Reading Practice Test Questions**

If you don't understand a question, ask your teacher to explain it to you. Your teacher has the answers to the practice test questions.

Read the passages “from *King Arthur’s Knights*” and “Walcott Farm” and then answer Numbers 1 through 6.

Passage 1: from *King Arthur’s Knights*

by Henry Gilbert

In this excerpt from King Arthur’s Knights, the mythical King Arthur of Britain and his Knights of the Round Table receive a mysterious visitor at court. The visitor brings news about the quest for the Holy Grail, a powerful and mysterious artifact.

- 1 Then the door opened and an old and reverend man entered, white of beard and head, and clothed also in white; . . .
- 2 “Peace be with you, fair lords,” said the old man. Then turning to the king he said:
- 3 “Sir, I bring here a young knight, the which is of king’s lineage, whereby the marvels of this court shall be accomplished, and the trial of this thy kingdom shall be brought to a happy end, if that may be. And the name of him is Galahad.”
- 4 “Sir,” said the king, “ye be right welcome and the young knight with you.” . . .
- 5 Then was the young man led by the reverend man to the Siege Perilous,¹ and sat him thereon, and men marvelled to see that the death-stroke did not flash like lightning and slay him.
- 6 “Sir,” said the old man to him, “wit ye well that that is your seat. For you are he that shall surely achieve the Holy Graal,² and such of these your fellows as are pure in heart and humble shall achieve it with you.”
- 7 “Sir,” said the king, “if it may be that ye know, will ye tell us what my knights must do to achieve the Holy Vessel, and thus bring peace into my kingdom in place of war? For many of those that are kings and barons under me are warring with each other, and threaten to rend this island of Britain, . . . And it goeth to my heart to know this, and I have much dread.”

¹Siege Perilous: mystical chair that would slay any but the greatest knight who tried to sit in it

²Graal: alternate spelling of Grail, as in Holy Grail

- 8 "Sir king," said the old white man, "none may tell you what shall be the end of this quest of the Holy Graal, . . . ye war with each other, and are evil livers and full of pride and mastery, and if ye do not repent and stay your dishonour, then shall the Holy Vessel pass from Britain, and ruin and death and civil war shall stalk through the land and leave it desolate." . . .
- 9 Then uprose Sir Gawaine, who was a faithful knight and true man to his king, though a proud one and a hasty. He was filled with sorrow for the ruin that threatened his fair land.
- 10 "Now I do here avow," he said, "that to-morrow, without fail, I shall set forth, and I shall labour with all the strength of my body and my soul to go in quest of the Holy Graal, so that if I be fit to see it and to bring it hither, this dear land may be saved from woe."
- 11 So hot were his words that many of the better knights rose also, and raising their right hands did make a like avowal; . . .

Excerpt from *King Arthur's Knights* by Henry Gilbert. In the public domain.

Passage 2: Walcott Farm

by Ryan Effgen

- 12 Graham sat at the kitchen table and sweated over the pile of crop reports and bank statements. Outside, rain plummeted down on the farm, as if to mock him. After the long drought, this August rain would do him no good. His sons disagreed about how to save the farm, and arguments had led to threats of lawsuits. Graham remained determined; the farm had been established by an ancestor who was one of Paul Revere's Minutemen—or so the story went—and the main house, built of cobblestone, had the original potbellied stove and other archaic features.
- 13 Bleary-eyed and exhausted, Graham continued to look for a decimal point in the wrong place, but the numbers always came up the same. He heard a loud banging at the door, as if the storm itself was trying to force its way in. Probably the rusty latch failing him now, too. He got up to tighten the lock, but as he fiddled with the chain, the banging increased. Graham cracked the door open, and it spun back on its hinges in the storm's wind. An old man, rain-drenched and wild-eyed, stood on the doorstep.

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- 14 He said, "We never used to keep that door locked, not even when times were hard and folks took to robbing one another."
- 15 The man shouldered past Graham into the kitchen. He looked around the room, and as his eyes met various objects, he seemed to acknowledge them. Graham had no idea who this person was, but he felt he ought to deal gently with him; the man was clearly confused.
- 16 "How can I help you, sir?" Graham asked. "I think you've ended up at the wrong house."
- 17 The man seemed to think this was funny. "I know exactly where I am: the legendary Walcott Farm. This farm's been up and running ever since this nation became a nation. And you, if I'm not wrong, are Graham Walcott."
- 18 This gave Graham pause. The man's familiarity annoyed him, but Graham still felt it best to deal with him carefully. "And you are?"
- 19 "I'm Caleb Walcott, your father's brother, and I grew up in this house. I'm the one who ran off to find his fortune out West. Wish I could say it panned out, but it didn't. Luckily for me—for the both of us, looks like—the real fortune is right here, beneath our feet."
- 20 Graham's father had never mentioned having a brother; this man's story was preposterous. A bolt of lightning cracked outside, and with it came a flash of inspiration. Graham returned to his seat and gestured to a large, carved oak chair that stood against the center wall. "Well, Caleb, why don't you pull that chair up to the table and you can tell me about this fortune that we're both standing on?"
- 21 The old man smiled. "I can't blame you for testing me, but we both know that chair's chiseled from a tree trunk rooted forty feet into the earth. A twister could carry off this house and that chair would still be standing upright in that exact place."
- 22 Graham stood. "Nobody outside of this family knows about that chair."
- 23 The man added, "And even fewer know what I'm about to tell you. My grandfather told me this story, and only once. When the founder of this farm came over from England, he brought with him some priceless object, something royal, maybe a scepter or a crown. Whether he buried it from thieves or tax collectors, I don't know. Either way, somewhere out there," the man gestured grandly towards the farm outside the window, "is a treasure."

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- 24 Outside, lightning cracked again and a ripple of thunder shook the windows. The logical explanation was that the man was delusional, or perhaps he was a thief and this was the start of some elaborate scam. But the man knew about the chair—nobody knew about the chair. Graham paced, wondering if he was imagining it all—if, at the end of his rope, his mind had conjured up a fantastic story as a way of avoiding the plain truth: the family farm was done for. Graham sat down in the large oaken chair. He ran his hands along the armrests that had been carved by his ancestors hundreds of years before. Was it impossible that some priceless relic was out there buried in his land? What did he lose by giving the idea a chance?
- 25 Graham turned to the old man and asked, “How are we going to find it?”

“Walcott Farm” by Ryan Effgen. Written for educational purposes.

Now answer Numbers 1 through 6. Base your answers on the passages “from *King Arthur’s Knights*” and “Walcott Farm.”

- 1.** Fill in the bubbles **before two** details from Passage 1 that show why Gawaine chooses to pursue the Graal.

- 9 Ⓐ Then uprose Sir Gawaine, Ⓑ who was a faithful knight and true man to his king, Ⓒ though a proud one and a hasty. Ⓓ He was filled with sorrow for the ruin that threatened his fair land.
- 10 Ⓔ “Now I do here avow,” he said, Ⓕ “that to-morrow, without fail, I shall set forth, Ⓖ and I shall labour with all the strength of my body and my soul Ⓗ to go in quest of the Holy Graal, Ⓘ so that if I be fit to see it and to bring it hither, ⓵ this dear land may be saved from woe.”
- 11 Ⓚ So hot were his words Ⓛ that many of the better knights rose also, Ⓜ and raising their right hands did make a like avowal; . . .

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2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 2, what theme is suggested by Graham's situation?

- Ⓐ First instincts are usually correct.
- Ⓑ A sense of adventure can solve many problems.
- Ⓒ Planning ahead can help one understand a situation more clearly.
- Ⓓ People will do whatever is necessary to keep what is important to them.

Part B

Which quotation helps develop the theme in Part A?

- Ⓐ "'Luckily for me—for the both of us, looks like—the real fortune is right here, beneath our feet.'" (paragraph 19)
- Ⓑ "Graham's father had never mentioned having a brother; this man's story was preposterous." (paragraph 20)
- Ⓒ "'Either way, somewhere out there,' the man gestured grandly towards the farm outside the window, 'is a treasure.'" (paragraph 23)
- Ⓓ "Graham turned to the old man and asked, 'How are we going to find it?'" (paragraph 25)

3. Read the excerpt from Passage 1.

- 3 “Sir, I bring here a young knight, the which is of king’s lineage, whereby the marvels of this court shall be accomplished, and the trial of this thy kingdom shall be brought to a happy end, if that may be. And the name of him is Galahad.”

What does the use of the word “trial” suggest in this excerpt?

- Ⓐ The kingdom is under pressure from enemy countries.
- Ⓑ The kingdom has endured many hardships in the past.
- Ⓒ The old man will judge those who fail to obtain the Graal.
- Ⓓ The knights have a legal responsibility to pursue the Graal.

- 4.** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is the structure of Passage 2 different from the structure of Passage 1?

- Ⓐ Passage 2 ends by foreshadowing what will happen next.
- Ⓑ Passage 2 builds toward a climax as the story progresses.
- Ⓒ Passage 2 describes the characters' thoughts and actions in between dialogue.
- Ⓓ Passage 2 introduces the main character's conflict before anything else occurs.

Part B

Which aspect of the passages is affected by this difference in structure?

- Ⓐ how the reader imagines the stories will end
- Ⓑ the way the characters' goals are revealed
- Ⓒ the number of ways the stories can be understood
- Ⓓ how the reader knows what the main characters are thinking

5. Read this excerpt from Passage 1.

7 “Sir,” said the king, “if it may be that ye know, will ye tell us what my knights must do to achieve the Holy Vessel, and thus bring peace into my kingdom in place of war? For many of those that are kings and barons under me are warring with each other, and threaten to rend this island of Britain, . . . And it goeth to my heart to know this, and I have much dread.”

8 “Sir king,” said the old white man, “none may tell you what shall be the end of this quest of the Holy Graal, . . . ye war with each other, and are evil livers and full of pride and mastery, and if ye do not repent and stay your dishonour, then shall the Holy Vessel pass from Britain, and ruin and death and civil war shall stalk through the land and leave it desolate.”

How does the speaker’s point of view in this excerpt increase the tension of Passage 1?

- Ⓐ by showing that the power of the Graal has the potential to do harm
- Ⓑ by showing that the Graal has likely been lost to the kingdom forever
- Ⓒ by showing that Britain is less powerful than the knights believe it to be
- Ⓓ by showing that the knights share responsibility for the condition of Britain

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6. Select **two** ways that the story in Passage 2 is similar to the story in Passage 1.
- Ⓐ Both stories feature characters who share a common goal.
 - Ⓑ Both stories include dialogue between characters with conflicting views.
 - Ⓒ Both stories feature central characters who change their point of view in the end.
 - Ⓓ Both stories describe the details of the setting to create a mysterious atmosphere.
 - Ⓔ Both stories present a challenge and a way for the central character to overcome it.

Listen to the audio clip “Environment Matters Podcast,” read the passages “Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ” and “Lifetime Savings,” and then answer Numbers 7 through 15.

Passage 1 Audio Clip: Environment Matters Podcast



Raise your hand so your test administrator can provide you access to this audio passage.

Listen to the following podcast about compact fluorescent light bulbs.

“Environment Matters Podcast” from the U.S. Environmental Protection Agency. In the public domain. The clip begins at 0:51 and ends at 2:20.

Passage 2: Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ

by the U.S. Food and Drug Administration

What are compact fluorescent lamps (CFLs)?

- 1 CFLs are a type of fluorescent lamp. Many models of CFLs are available that are designed to replace traditional incandescent bulbs. The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

Do CFLs emit UV?¹

- 2 All fluorescent lamps emit some UV. Typical fluorescent lamps, including CFLs, which consumers would encounter, emit very low levels of UV. In order to measure any UV radiation from these lamps, very sensitive measuring equipment must be used.

¹UV: ultraviolet radiation, a form of energy found in sunlight and some types of lamps. UV can affect the health of humans in either positive or negative ways, depending on the type and the amount of exposure to it.

How do I know that the level of UV is acceptably low from a CFL?

- 3 The Illuminating Engineering Society of North America (IESNA) has published a series of standards relating to radiation emissions from general purpose lighting. If a CFL were to exceed allowable levels of UV (according to IESNA RP 27.3), its packaging would be required to be labeled with a caution label. This standard, which was developed with the assistance of the FDA, requires lamp manufacturers to provide a suitable caution if one is needed. At typical use distances, UV levels from CFLs fall below the level of general concern for normal, healthy individuals and therefore carry no such warning.

How close can we safely get to an operating CFL?

- 4 Unless you are one of the few individuals who have a medical condition (such as some forms of lupus) that makes you particularly sensitive to either UV or even visible light, you should be able to use these lamps at the same distance as you would use traditional incandescent lamps. However, a recent study from the United Kingdom Health Protection Agency has found that there are measurable levels of UV from single envelope CFLs when used at distances closer than 1 foot. As a precaution, it is recommended that these types of CFLs not be used at distances closer than 1 foot, for more than one hour per day.

Are there precautions I can take to reduce the small levels of UV from CFLs still further if I should wish to do so?

- 5 The glass used in CFLs already provides a UV filtering effect. In addition, any additional glass, or plastic, or fabric used in lighting fixtures that is between you and the CFL will further reduce the already low levels to still lower levels since these materials act as additional UV filters. Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level.
- 6 However, if you still wish to take additional steps then you might wish to purchase the type of CFL that has an additional glass or plastic cover that encloses the CFL to make it appear more like a traditional incandescent lamp. These covers provide an additional reduction of the low level of UV to a lower level.

Any other safety concerns? I have heard CFLs contain mercury.² Should I be concerned?

- 7 Like traditional tube-style fluorescent lamps, CFLs contain a small amount of mercury. It is the use of this small amount of mercury that allows any fluorescent lamp to produce visible illumination at much higher efficiency levels than incandescent lighting. Typical household CFLs contain less than 5 mg of mercury, which is a sphere about the size of the tip of a pen. CFLs do not emit mercury as they operate. The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break.
- 8 Care should be taken not to break a CFL. If you break one, you should carefully clean up the entire residue according to EPA instructions that you can find at <http://www.epa.gov/mercury/spills/index.htm>.

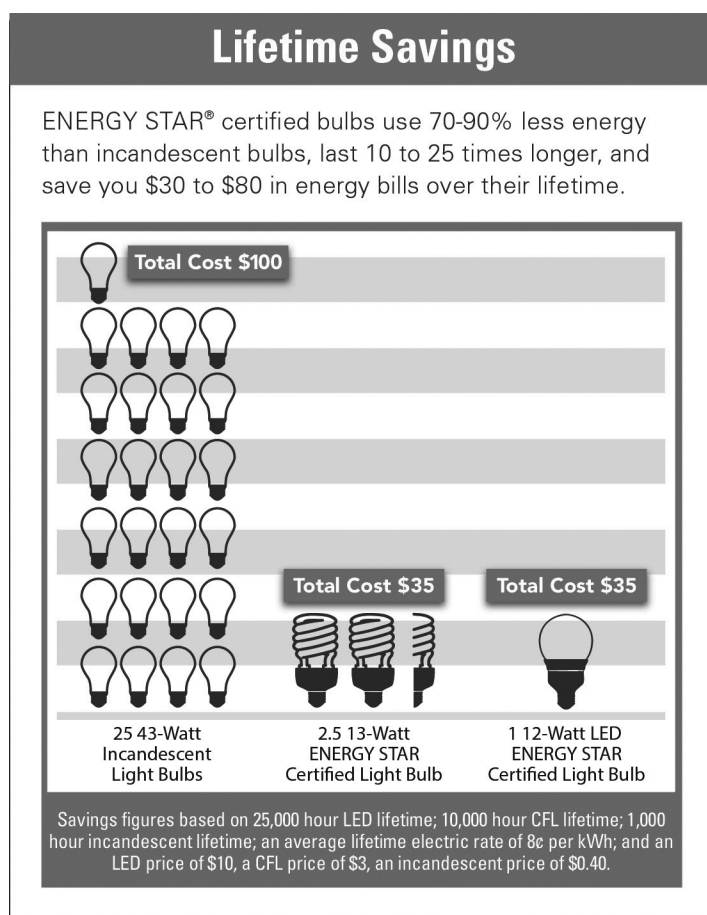
What about other potential adverse health effects from CFLs? I have seen some claims that CFLs cause headaches in some people. Is this true?

- 9 The vast majority of CFL users, both in households and in commercial buildings, report no issues regarding CFL usage, including headaches. There are some anecdotal reports, however, and, although there is yet no research to directly explain any plausible causative mechanism, it may be possible that some people are susceptible to such headache effects just as some people claim to be annoyed by normal fluorescent lighting. However, the overwhelming numbers of people that use CFLs report no such negative effects. FDA expects that research in this area will continue, and, as any new information develops, it will be included in an updated FAQ.

²mercury: a metallic element that exists as a liquid at normal temperatures. Often used in thermometers, mercury can be poisonous to humans under certain conditions.

Excerpt from "Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ" by the U.S. Food and Drug Administration. In the public domain.

Passage 3: Lifetime Savings



"Lifetime Savings" from the U.S. Environmental Protection Agency, Energy Star program. In the public domain.

Now answer Numbers 7 through 15. Base your answers on the audio clip “Environment Matters Podcast” and the passages “Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ” and “Lifetime Savings.”

7. Fill in the bubbles **before two** sentences from paragraph 1 of Passage 2 that suggest it would be easy for consumers to start using CFLs.

- 1 Ⓐ CFLs are a type of fluorescent lamp. Ⓑ Many models of CFLs are available that are designed to replace traditional incandescent bulbs. Ⓒ The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. Ⓓ CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. Ⓔ CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

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8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 2?

- Ⓐ CFLs offer an inexpensive, more practical choice for consumers.
- Ⓑ CFLs have many advantages over traditional light bulbs.
- Ⓒ CFLs are a new, more efficient type of light bulb.
- Ⓓ CFLs are very safe for people to use.

Part B

How is the central idea developed throughout Passage 2?

- Ⓐ by comparing and contrasting CFLs with traditional bulbs
- Ⓑ by detailing the way in which CFLs generate light
- Ⓒ by responding to reported concerns about CFLs
- Ⓓ by listing the various benefits of using CFLs

9. How does the diagram in Passage 3 distinguish between the different types of light bulbs?
- Ⓐ by showing the replacement costs associated with each type of light bulb
 - Ⓑ by showing the overall energy costs associated with each type of light bulb
 - Ⓒ by showing the amount of energy generated by each type of light bulb per hour of use
 - Ⓓ by showing the amount of waste generated by each type of light bulb when each is recycled

10. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the tone of paragraph 7 in Passage 2?

- Ⓐ dismissive
- Ⓑ reassuring
- Ⓒ uplifting
- Ⓓ fearful

Part B

Fill in the bubble **before** the sentence from paragraph 7 that **most** clearly contributes to this tone.

- 7 Ⓐ Like traditional tube-style fluorescent lamps, CFLs contain a small amount of mercury. Ⓑ It is the use of this small amount of mercury that allows any fluorescent lamp to produce visible illumination at much higher efficiency levels than incandescent lighting. Ⓒ Typical household CFLs contain less than 5 mg of mercury, which is a sphere about the size of the tip of a pen. Ⓓ CFLs do not emit mercury as they operate. Ⓔ The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break.

11. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Fill in the bubble **before** the sentence from paragraph 5 of Passage 2 that offers general safety advice about exposure to UV.

- 5 Ⓐ The glass used in CFLs already provides a UV filtering effect.
 Ⓑ In addition, any additional glass, or plastic, or fabric used in lighting fixtures that is between you and the CFL will further reduce the already low levels to still lower levels since these materials act as additional UV filters. Ⓒ Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level.

Part B

What key idea from Passage 2 does the sentence chosen in Part A support?

- Ⓐ CFLs fail to adequately filter exposure to UV.
Ⓑ There are additional ways to lessen exposure to UV.
Ⓒ CFLs expose people to less UV than other types of bulbs.
Ⓓ There are many lighting fixtures that block exposure to UV.

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the interviewer's purpose in Passage 1?

- Ⓐ to find solutions to the dangers posed by CFLs
- Ⓑ to explore the costs and benefits of using CFLs
- Ⓒ to question consumers about their opinion of CFLs
- Ⓓ to promote the use of CFLs over incandescent bulbs

Part B

How does the interviewer achieve her purpose in Passage 1?

- Ⓐ by asking questions of people who support and people who oppose CFL use
- Ⓑ by asking questions that emphasize advantages of and minimize concerns about CFLs
- Ⓒ by limiting the questions to those addressing health and safety concerns related to CFLs
- Ⓓ by limiting the questions to those addressing consumer misunderstandings about switching to CFLs

13. Select **two** advantages of using audio in Passage 1 to present information about CFLs.

- Ⓐ It allows listeners to connect with other people as they share real-world experiences with CFLs.
- Ⓑ It allows listeners to rely on tone of voice in order to better understand each speaker's point of view about CFLs.
- Ⓒ It allows listeners to interpret the conversational nature of the podcast in a way that makes CFLs seem less threatening.
- Ⓓ It allows listeners to easily distinguish between viewpoints about CFLs by associating each viewpoint with a different speaker.
- Ⓔ It allows listeners to be swayed by the emotional and personal appeals each speaker makes about CFLs throughout the podcast.

14. The podcast guest in Passage 1 makes several claims about CFLs. Which claim is offered without sufficient supporting evidence?

- Ⓐ CFLs provide significant energy savings compared to incandescent bulbs.
- Ⓑ Using CFLs is better for the environment than using incandescent bulbs.
- Ⓒ The small amount of mercury in CFLs presents little risk to consumers.
- Ⓓ CFLs are easy to dispose of when they eventually burn out.

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- 15.** Fill in the bubbles to match the claims made by the speaker in Passage 1 with the supporting evidence provided for each claim.

	<u>Claim:</u> CFLs benefit both the environment and the economy.	<u>Claim:</u> The environmental disadvantages of CFLs can be overcome.
CFLs use 75% less energy than traditional light bulbs.	(A)	(B)
The amount of mercury in a CFL is equivalent to the tip of a ballpoint pen.	(C)	(D)
The energy savings from CFLs could power 3 million homes for a year.	(E)	(F)

Read the passage and then answer Numbers 16 through 18. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Julia gazed out on the blue—nothing but blue for days. “Blue is better than storms,” the ship’s captain warned her. She remembered looking at the big, blue space on the map indecating the Pacific Ocean. That preview had not prepared her. This trip was showing her the true size of the Pacific.

Julia and her parents were headed for Palmerston Island, due west of Tahiti. Palmerston is part of the Cook Islands, has 62 residents, and is one of the most isolated inhabited places on the planet. The only way to get there is by boat, even in the twenty-first century.

Her parents were anthropologists. Study various cultures throughout the world was their mission. Every few years, the family moved for one of their “great adventures.” The only regularly scheduled ship visited Palmerston twice a year to pick up fish and drop off supplies. Her family will be stuck there for at least six months, and her parents planned to make it a year.

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

16. She remembered looking at the big, blue space on the map indicating the Pacific Ocean.

- Ⓐ indicating
- Ⓑ endacating
- Ⓒ endicating
- Ⓓ correct as is

17. The only way to get there is by boat, even in the twenty-first century.

- Ⓐ boat even
- Ⓑ boat; even
- Ⓒ boat: even
- Ⓓ correct as is

18. Part A

Study various cultures throughout the world was their mission.

- Ⓐ Studies
- Ⓑ Studying
- Ⓒ Studied
- Ⓓ correct as is

Part B

Her family will be stuck there for at least six months, and her parents planned to make it a year.

- Ⓐ would
- Ⓑ is going to
- Ⓒ is to
- Ⓓ correct as is

Read this passage and then answer the questions on the following page. Each underlined section is part of a question.

19 When one thinks of ancient Egyptian queens, Cleopatra is probably the name that comes to mind. However, female rulers were surprisingly common in ancient Egypt, and some of the most influential royals in Egyptian history were women. Compared to women in other ancient cultures, Egyptian women had more rights: they could own land, choose their own husbands, and participate in government.

20 One of the first known female rulers, MerNeith, ruled Egypt until her infant son was old enough to take the throne. Despite being a sort of “placeholder,” ancient artifacts show that MerNeith governed the kingdom and likely passed laws during this time. Nefertiti is one of the most famous Egyptian queens. She ruled during Egypt’s most prosperous time and was responsible for reshaping the culture’s religious beliefs. Although she ruled alongside her husband, she is depicted far more often than he is in sculptures and artwork, suggesting that the people considered her the more important ruler.

21 Though she’s not as famous as others, Hatshepsut was one of the most important Egyptian queens in history. The full title and powers of a pharaoh were assumed by her. She often went so far as dressing as a man and having her subjects refer to her as “King” to ensure respect. Hatshepsut ruled for more than 20 years and left the kingdom in far better condition politically and economically than when she first took power. She also prepared her stepson to rule after her, and he expanded Egypt’s empire to its largest size.

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Now answer Numbers 19 through 21.

19. Choose the correct spelling.

- Ⓐ influencial
- Ⓑ influenshial
- Ⓒ influential
- Ⓓ correct as is

20. Choose the correct punctuation.

- Ⓐ alongside her husband
she is depicted
- Ⓑ alongside her husband—
she is depicted
- Ⓒ alongside her husband.
She is depicted
- Ⓓ correct as is

21. Choose the appropriate sentence to be used in the passage.

- Ⓐ She the full title and powers of a pharoah assumed.
- Ⓑ She assumed the full title and powers of a pharoah.
- Ⓒ Assuming the full title and powers of the pharoah was done by her.
- Ⓓ correct as is



FSA
ELA & Mathematics
Assessments

Grade 8
FSA ELA Reading
Practice Test Answer Key

The Grade 8 FSA ELA Reading Practice Test Answer Key provides the correct response(s) for each item on the practice test. The practice test questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test.

Passage 1: from *King Arthur's Knights*

by Henry Gilbert

In this excerpt from King Arthur's Knights, the mythical King Arthur of Britain and his Knights of the Round Table receive a mysterious visitor at court. The visitor brings news about the quest for the Holy Grail, a powerful and mysterious artifact.

1 Then the door opened and an old and reverend man entered, white of beard and head, and clothed also in white; . . .

2 "Peace be with you, fair lords," said the old man. Then turning to the king he said:

3 "Sir, I bring here a young knight, the which is of king's lineage, whereby the marvels of this court shall be accomplished, and the trial of this thy kingdom shall be brought to a happy end, if that may be. And the name of him is Galahad."

4 "Sir," said the king, "ye be right welcome and the young knight with you." . . .

5 Then was the young man led by the reverend man to the Siege Perilous,¹ and sat him thereon, and men marvelled to see that the death-stroke did not flash like lightning and slay him.

6 "Sir," said the old man to him, "wit ye well that that is your seat. For you are he that shall surely achieve the Holy Graal,² and such of these your fellows as are pure in heart and humble shall achieve it with you."

7 "Sir," said the king, "if it may be that ye know, will ye tell us what my knights must do to achieve the Holy Vessel, and thus bring peace into my kingdom in place of war? For many of those that are kings and barons under me are warring with each other, and threaten to rend this island of Britain, . . . And it goeth to my heart to know this, and I have much dread."

¹Siege Perilous: mystical chair that would slay any but the greatest knight who tried to sit in it

²Graal: alternate spelling of Grail, as in Holy Grail

- 8 "Sir king," said the old white man, "none may tell you what shall be the end of this quest of the Holy Graal, . . . ye war with each other, and are evil livers and full of pride and mastery, and if ye do not repent and stay your dishonour, then shall the Holy Vessel pass from Britain, and ruin and death and civil war shall stalk through the land and leave it desolate." . . .
- 9 Then uprose Sir Gawaine, who was a faithful knight and true man to his king, though a proud one and a hasty. He was filled with sorrow for the ruin that threatened his fair land.
- 10 "Now I do here avow," he said, "that to-morrow, without fail, I shall set forth, and I shall labour with all the strength of my body and my soul to go in quest of the Holy Graal, so that if I be fit to see it and to bring it hither, this dear land may be saved from woe."
- 11 So hot were his words that many of the better knights rose also, and raising their right hands did make a like avowal; . . .

Excerpt from *King Arthur's Knights* by Henry Gilbert. In the public domain.

Passage 2: Walcott Farm

by Ryan Effgen

- 12 Graham sat at the kitchen table and sweated over the pile of crop reports and bank statements. Outside, rain plummeted down on the farm, as if to mock him. After the long drought, this August rain would do him no good. His sons disagreed about how to save the farm, and arguments had led to threats of lawsuits. Graham remained determined; the farm had been established by an ancestor who was one of Paul Revere's Minutemen—or so the story went—and the main house, built of cobblestone, had the original potbellied stove and other archaic features.
- 13 Bleary-eyed and exhausted, Graham continued to look for a decimal point in the wrong place, but the numbers always came up the same. He heard a loud banging at the door, as if the storm itself was trying to force its way in. Probably the rusty latch failing him now, too. He got up to tighten the lock, but as he fiddled with the chain, the banging increased. Graham cracked the door open, and it spun back on its hinges in the storm's wind. An old man, rain-drenched and wild-eyed, stood on the doorstep.

FSA ELA Reading Practice Test Answer Key

- 14 He said, "We never used to keep that door locked, not even when times were hard and folks took to robbing one another."
- 15 The man shouldered past Graham into the kitchen. He looked around the room, and as his eyes met various objects, he seemed to acknowledge them. Graham had no idea who this person was, but he felt he ought to deal gently with him; the man was clearly confused.
- 16 "How can I help you, sir?" Graham asked. "I think you've ended up at the wrong house."
- 17 The man seemed to think this was funny. "I know exactly where I am: the legendary Walcott Farm. This farm's been up and running ever since this nation became a nation. And you, if I'm not wrong, are Graham Walcott."
- 18 This gave Graham pause. The man's familiarity annoyed him, but Graham still felt it best to deal with him carefully. "And you are?"
- 19 "I'm Caleb Walcott, your father's brother, and I grew up in this house. I'm the one who ran off to find his fortune out West. Wish I could say it panned out, but it didn't. Luckily for me—for the both of us, looks like—the real fortune is right here, beneath our feet."
- 20 Graham's father had never mentioned having a brother; this man's story was preposterous. A bolt of lightning cracked outside, and with it came a flash of inspiration. Graham returned to his seat and gestured to a large, carved oak chair that stood against the center wall. "Well, Caleb, why don't you pull that chair up to the table and you can tell me about this fortune that we're both standing on?"
- 21 The old man smiled. "I can't blame you for testing me, but we both know that chair's chiseled from a tree trunk rooted forty feet into the earth. A twister could carry off this house and that chair would still be standing upright in that exact place."
- 22 Graham stood. "Nobody outside of this family knows about that chair."
- 23 The man added, "And even fewer know what I'm about to tell you. My grandfather told me this story, and only once. When the founder of this farm came over from England, he brought with him some priceless object, something royal, maybe a scepter or a crown. Whether he buried it from thieves or tax collectors, I don't know. Either way, somewhere out there," the man gestured grandly towards the farm outside the window, "is a treasure."

FSA ELA Reading Practice Test Answer Key

- 24 Outside, lightning cracked again and a ripple of thunder shook the windows. The logical explanation was that the man was delusional, or perhaps he was a thief and this was the start of some elaborate scam. But the man knew about the chair—nobody knew about the chair. Graham paced, wondering if he was imagining it all—if, at the end of his rope, his mind had conjured up a fantastic story as a way of avoiding the plain truth: the family farm was done for. Graham sat down in the large oaken chair. He ran his hands along the armrests that had been carved by his ancestors hundreds of years before. Was it impossible that some priceless relic was out there buried in his land? What did he lose by giving the idea a chance?
- 25 Graham turned to the old man and asked, “How are we going to find it?”

“Walcott Farm” by Ryan Effgen. Written for educational purposes.

FSA ELA Reading Practice Test Answer Key

1. Fill in the bubbles **before two** details from Passage 1 that show why Gawaine chooses to pursue the Graal.

- 9 Ⓐ Then uprose Sir Gawaine, Ⓑ who was a faithful knight and true man to his king, Ⓒ though a proud one and a hasty. ● He was filled with sorrow for the ruin that threatened his fair land.
- 10 Ⓔ "Now I do here avow," he said, Ⓕ "that to-morrow, without fail, I shall set forth, Ⓖ and I shall labour with all the strength of my body and my soul Ⓗ to go in quest of the Holy Graal, Ⓘ so that if I be fit to see it and to bring it hither, ● this dear land may be saved from woe."
- 11 Ⓚ So hot were his words Ⓛ that many of the better knights rose also, Ⓜ and raising their right hands did make a like avowal; . . .

Option D: **This answer is correct.** This sentence reveals Gawaine's motivation: he wants to find the grail in order to bring peace to his kingdom.

Option J: **This answer is correct.** This sentence reveals Gawaine's desire to find the grail in order to save his kingdom.

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 2, what theme is suggested by Graham's situation?

- Ⓐ First instincts are usually correct.
- Ⓑ A sense of adventure can solve many problems.
- Ⓒ Planning ahead can help one understand a situation more clearly.
- People will do whatever is necessary to keep what is important to them.

Part B

Which quotation helps develop the theme in Part A?

- Ⓐ "'Luckily for me—for the both of us, looks like—the real fortune is right here, beneath our feet.'" (paragraph 19)
- Ⓑ "Graham's father had never mentioned having a brother; this man's story was preposterous." (paragraph 20)
- Ⓒ "'Either way, somewhere out there,' the man gestured grandly towards the farm outside the window, 'is a treasure.'" (paragraph 23)
- "Graham turned to the old man and asked, 'How are we going to find it?'" (paragraph 25)

Part A

Option D: **This answer is correct.** *The man agrees to the risky proposition to search for buried treasure since it seems to be the only way for him to keep his family's property.*

Part B

Option D: **This answer is correct.** *This quotation shows that Graham is considering the man's proposition to look for buried treasure in the hopes of keeping his family's property.*

3. Read the excerpt from Passage 1.

3 “Sir, I bring here a young knight, the which is of king’s lineage, whereby the marvels of this court shall be accomplished, and the trial of this thy kingdom shall be brought to a happy end, if that may be. And the name of him is Galahad.”

What does the use of the word “trial” suggest in this excerpt?

- Ⓐ The kingdom is under pressure from enemy countries.
- The kingdom has endured many hardships in the past.
- Ⓒ The old man will judge those who fail to obtain the Graal.
- Ⓓ The knights have a legal responsibility to pursue the Graal.

Option B: **This answer is correct.** *In this context, “trial” suggests situations that have oppressed the country, which the quest for the Graal seeks to put to an end.*

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is the structure of Passage 2 different from the structure of Passage 1?

- ☐ Ⓐ Passage 2 ends by foreshadowing what will happen next.
- ☐ Ⓑ Passage 2 builds toward a climax as the story progresses.
- ☐ Ⓒ Passage 2 describes the characters' thoughts and actions in between dialogue.
- ☒ Ⓓ Passage 2 introduces the main character's conflict before anything else occurs.

Part B

Which aspect of the passages is affected by this difference in structure?

- ☐ Ⓐ how the reader imagines the stories will end
- ☒ Ⓑ the way the characters' goals are revealed
- ☐ Ⓒ the number of ways the stories can be understood
- ☐ Ⓓ how the reader knows what the main characters are thinking

Part A

Option D: **This answer is correct.** Passage 2 begins by setting up the context for Graham's motivation to find the treasure, while in Passage 1 the reader learns of the king's motivations as the story progresses.

Part B

Option B: **This answer is correct.** The different structures set up the characters' goals differently to the reader. In Passage 1, the reader finds out midway what the conflict is that affects how Sir Gawaine's goals are revealed. In Passage 2, the reader finds out immediately that Graham is about to lose his farm and finds out immediately how determined he is to keep it.

5. Read this excerpt from Passage 1.

- 7 “Sir,” said the king, “if it may be that ye know, will ye tell us what my knights must do to achieve the Holy Vessel, and thus bring peace into my kingdom in place of war? For many of those that are kings and barons under me are warring with each other, and threaten to rend this island of Britain, . . . And it goeth to my heart to know this, and I have much dread.”
- 8 “Sir king,” said the old white man, “none may tell you what shall be the end of this quest of the Holy Graal, . . . ye war with each other, and are evil livers and full of pride and mastery, and if ye do not repent and stay your dishonour, then shall the Holy Vessel pass from Britain, and ruin and death and civil war shall stalk through the land and leave it desolate.”

How does the speaker’s point of view in this excerpt increase the tension of Passage 1?

- Ⓐ by showing that the power of the Graal has the potential to do harm
- Ⓑ by showing that the Graal has likely been lost to the kingdom forever
- Ⓒ by showing that Britain is less powerful than the knights believe it to be
- by showing that the knights share responsibility for the condition of Britain

Option D: **This answer is correct.** The speaker’s use of the pronoun “ye,” and his direct address to the knights, indicate that he is accusing them of playing a role in the degradation of the country.

FSA ELA Reading Practice Test Answer Key

6. Select **two** ways that the story in Passage 2 is similar to the story in Passage 1.
- ☒ Both stories feature characters who share a common goal.
 - ☐ Both stories include dialogue between characters with conflicting views.
 - ☐ Both stories feature central characters who change their point of view in the end.
 - ☐ Both stories describe the details of the setting to create a mysterious atmosphere.
 - ☒ Both stories present a challenge and a way for the central character to overcome it.

Option A: **This answer is correct.** Both passages are set around a quest for an item.

Option E: **This answer is correct.** In Passage 2, Graham wants to secure the finances of his family farm, and in Passage 1, the king wants to resolve fighting in his kingdom.

Passage 1 Audio Clip: Environment Matters Podcast

Listen to the following podcast about compact fluorescent light bulbs.

"Environment Matters Podcast" from the U.S. Environmental Protection Agency. In the public domain. The clip begins at 0:51 and ends at 2:20.

Passage 2: Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ

by the U.S. Food and Drug Administration

What are compact fluorescent lamps (CFLs)?

- 1 CFLs are a type of fluorescent lamp. Many models of CFLs are available that are designed to replace traditional incandescent bulbs. The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

Do CFLs emit UV?¹

- 2 All fluorescent lamps emit some UV. Typical fluorescent lamps, including CFLs, which consumers would encounter, emit very low levels of UV. In order to measure any UV radiation from these lamps, very sensitive measuring equipment must be used.

¹UV: ultraviolet radiation, a form of energy found in sunlight and some types of lamps. UV can affect the health of humans in either positive or negative ways, depending on the type and the amount of exposure to it.

How do I know that the level of UV is acceptably low from a CFL?

- 3 The Illuminating Engineering Society of North America (IESNA) has published a series of standards relating to radiation emissions from general purpose lighting. If a CFL were to exceed allowable levels of UV (according to IESNA RP 27.3), its packaging would be required to be labeled with a caution label. This standard, which was developed with the assistance of the FDA, requires lamp manufacturers to provide a suitable caution if one is needed. At typical use distances, UV levels from CFLs fall below the level of general concern for normal, healthy individuals and therefore carry no such warning.

How close can we safely get to an operating CFL?

- 4 Unless you are one of the few individuals who have a medical condition (such as some forms of lupus) that makes you particularly sensitive to either UV or even visible light, you should be able to use these lamps at the same distance as you would use traditional incandescent lamps. However, a recent study from the United Kingdom Health Protection Agency has found that there are measurable levels of UV from single envelope CFLs when used at distances closer than 1 foot. As a precaution, it is recommended that these types of CFLs not be used at distances closer than 1 foot, for more than one hour per day.

Are there precautions I can take to reduce the small levels of UV from CFLs still further if I should wish to do so?

- 5 The glass used in CFLs already provides a UV filtering effect. In addition, any additional glass, or plastic, or fabric used in lighting fixtures that is between you and the CFL will further reduce the already low levels to still lower levels since these materials act as additional UV filters. Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level.
- 6 However, if you still wish to take additional steps then you might wish to purchase the type of CFL that has an additional glass or plastic cover that encloses the CFL to make it appear more like a traditional incandescent lamp. These covers provide an additional reduction of the low level of UV to a lower level.

Any other safety concerns? I have heard CFLs contain mercury.² Should I be concerned?

- 7 Like traditional tube-style fluorescent lamps, CFLs contain a small amount of mercury. It is the use of this small amount of mercury that allows any fluorescent lamp to produce visible illumination at much higher efficiency levels than incandescent lighting. Typical household CFLs contain less than 5 mg of mercury, which is a sphere about the size of the tip of a pen. CFLs do not emit mercury as they operate. The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break.
- 8 Care should be taken not to break a CFL. If you break one, you should carefully clean up the entire residue according to EPA instructions that you can find at <http://www.epa.gov/mercury/spills/index.htm>.

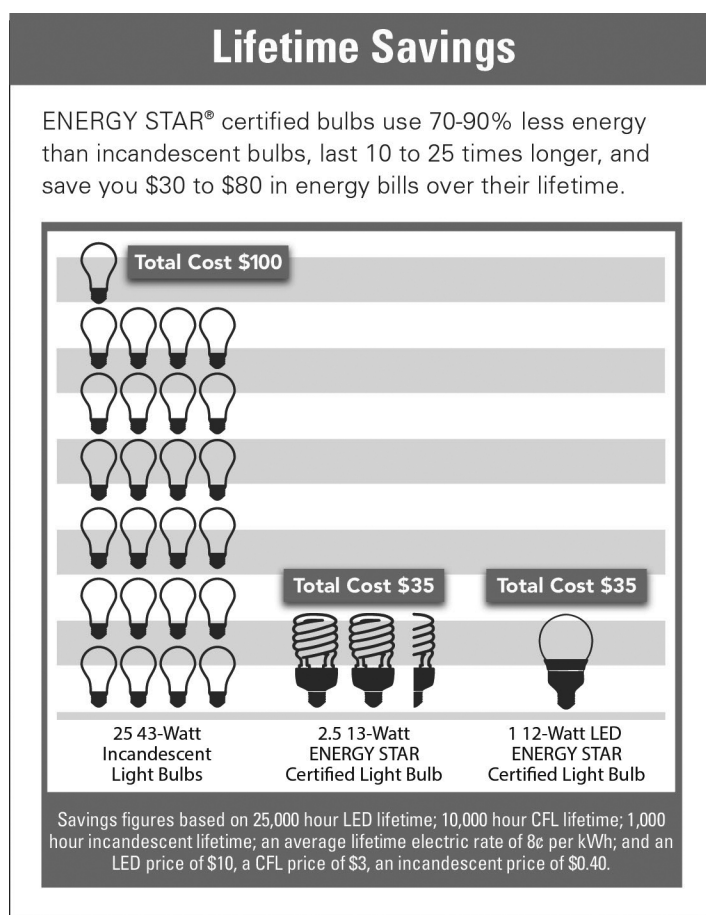
What about other potential adverse health effects from CFLs? I have seen some claims that CFLs cause headaches in some people. Is this true?

- 9 The vast majority of CFL users, both in households and in commercial buildings, report no issues regarding CFL usage, including headaches. There are some anecdotal reports, however, and, although there is yet no research to directly explain any plausible causative mechanism, it may be possible that some people are susceptible to such headache effects just as some people claim to be annoyed by normal fluorescent lighting. However, the overwhelming numbers of people that use CFLs report no such negative effects. FDA expects that research in this area will continue, and, as any new information develops, it will be included in an updated FAQ.

²mercury: a metallic element that exists as a liquid at normal temperatures. Often used in thermometers, mercury can be poisonous to humans under certain conditions.

Excerpt from "Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ" by the U.S. Food and Drug Administration. In the public domain.

Passage 3: Lifetime Savings



"Lifetime Savings" from the U.S. Environmental Protection Agency, Energy Star program. In the public domain.

FSA ELA Reading Practice Test Answer Key

7. Fill in the bubbles **before two** sentences from paragraph 1 of Passage 2 that suggest it would be easy for consumers to start using CFLs.

- 1 Ⓐ CFLs are a type of fluorescent lamp. ● Many models of CFLs are available that are designed to replace traditional incandescent bulbs.
 ● The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. Ⓓ CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. Ⓔ CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

Option B: **This answer is correct.** *This sentence supports the idea that CFLs are easy to start using because consumers will have the flexibility and freedom to choose from a variety of CFLs.*

Option C: **This answer is correct.** *This sentence shows that CFLs are convenient to use because they can easily be used in existing incandescent light fixtures.*

8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 2?

- Ⓐ CFLs offer an inexpensive, more practical choice for consumers.
- Ⓑ CFLs have many advantages over traditional light bulbs.
- Ⓒ CFLs are a new, more efficient type of light bulb.
- CFLs are very safe for people to use.

Part B

How is the central idea developed throughout Passage 2?

- Ⓐ by comparing and contrasting CFLs with traditional bulbs
- Ⓑ by detailing the way in which CFLs generate light
- by responding to reported concerns about CFLs
- Ⓓ by listing the various benefits of using CFLs

Part A

Option D: **This answer is correct.** While presented as a general FAQ, the central idea of Passage 2 is that CFLs are generally believed to be safe to use.

Part B

Option C: **This answer is correct.** The passage's Q&A format is used to respond to a series of concerns about CFL technology, thus promoting the idea that CFLs are safe to use.

9. How does the diagram in Passage 3 distinguish between the different types of light bulbs?
- Ⓐ by showing the replacement costs associated with each type of light bulb
 - by showing the overall energy costs associated with each type of light bulb
 - Ⓒ by showing the amount of energy generated by each type of light bulb per hour of use
 - Ⓓ by showing the amount of waste generated by each type of light bulb when each is recycled

Option B: **This answer is correct.** *The diagram in Passage 3 highlights the overall energy costs associated with each type of light bulb when all factors are taken into consideration (initial cost, lifetime, and efficiency).*

10. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the tone of paragraph 7 in Passage 2?

- ☐ Ⓐ dismissive
- ☒ Ⓑ reassuring
- ☐ Ⓒ uplifting
- ☐ Ⓓ fearful

Part B

Fill in the bubble **before** the sentence from paragraph 7 that **most** clearly contributes to this tone.

- 7 Ⓐ Like traditional tube-style fluorescent lamps, CFLs contain a small amount of mercury. Ⓑ It is the use of this small amount of mercury that allows any fluorescent lamp to produce visible illumination at much higher efficiency levels than incandescent lighting. Ⓒ Typical household CFLs contain less than 5 mg of mercury, which is a sphere about the size of the tip of a pen. Ⓓ CFLs do not emit mercury as they operate. ● The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break.

Part A

Option B: **This answer is correct.** Paragraph 7 addresses concerns about the amount of mercury emitted by CFLs and gives a rare instance of when it would occur, contributing to a reassuring tone.

Part B

Option E: **This answer is correct.** This detail demonstrates that mercury is emitted in CFLs only under rare circumstances when the outer tube is broken, which supports the reassuring tone in the paragraph.

11. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Fill in the bubble **before** the sentence from paragraph 5 of Passage 2 that offers general safety advice about exposure to UV.

- 5 ☐ Ⓐ The glass used in CFLs already provides a UV filtering effect.
- ☐ Ⓑ In addition, any additional glass, or plastic, or fabric used in lighting fixtures that is between you and the CFL will further reduce the already low levels to still lower levels since these materials act as additional UV filters. ☒ Ⓒ Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level.

Part B

What key idea from Passage 2 does the sentence chosen in Part A support?

- ☐ Ⓐ CFLs fail to adequately filter exposure to UV.
- ☒ Ⓑ There are additional ways to lessen exposure to UV.
- ☐ Ⓒ CFLs expose people to less UV than other types of bulbs.
- ☐ Ⓓ There are many lighting fixtures that block exposure to UV.

Part A

Option C: **This answer is correct.** *This detail describes a practical step that can be taken in order to reduce exposure to UV.*

Part B

Option B: **This answer is correct.** *The sentence chosen in Part A describes one way that people can decrease their exposure to UV, supporting the key idea that there are many ways to do this.*

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the interviewer's purpose in Passage 1?

- ☐ Ⓐ to find solutions to the dangers posed by CFLs
- ☐ Ⓑ to explore the costs and benefits of using CFLs
- ☐ Ⓒ to question consumers about their opinion of CFLs
- ☒ Ⓓ to promote the use of CFLs over incandescent bulbs

Part B

How does the interviewer achieve her purpose in Passage 1?

- ☐ Ⓐ by asking questions of people who support and people who oppose CFL use
- ☒ Ⓑ by asking questions that emphasize advantages of and minimize concerns about CFLs
- ☐ Ⓒ by limiting the questions to those addressing health and safety concerns related to CFLs
- ☐ Ⓓ by limiting the questions to those addressing consumer misunderstandings about switching to CFLs

Part A

Option D: **This answer is correct.** While the interview format and the interviewer's questions give some appearance of impartiality, it is clear that the purpose of the podcast is to promote CFL use.

Part B

Option B: **This answer is correct.** Just enough information is presented on a potential concern regarding CFL bulbs to allow the speakers to address the topic and then dismiss it as unimportant.

13. Select **two** advantages of using audio in Passage 1 to present information about CFLs.

- Ⓐ It allows listeners to connect with other people as they share real-world experiences with CFLs.
- It allows listeners to rely on tone of voice in order to better understand each speaker's point of view about CFLs.
- It allows listeners to interpret the conversational nature of the podcast in a way that makes CFLs seem less threatening.
- Ⓓ It allows listeners to easily distinguish between viewpoints about CFLs by associating each viewpoint with a different speaker.
- Ⓔ It allows listeners to be swayed by the emotional and personal appeals each speaker makes about CFLs throughout the podcast.

Option B: **This answer is correct.** *The audio format of the podcast allows listeners to rely on the speaker's tone of voice in order to understand point of view. For example, when asked about the level of mercury in CFLs, the podcast guest remains calm and even-toned in his response, suggesting he believes concerns over mercury exposure in CFLs may be exaggerated.*

Option C: **This answer is correct.** *Rather than dwell on detailed technical information regarding the safety of CFLs, the audio podcast briefly touches on a number of benefits of CFLs.*

14. The podcast guest in Passage 1 makes several claims about CFLs. Which claim is offered without sufficient supporting evidence?

- Ⓐ CFLs provide significant energy savings compared to incandescent bulbs.
- Ⓑ Using CFLs is better for the environment than using incandescent bulbs.
- The small amount of mercury in CFLs presents little risk to consumers.
- Ⓓ CFLs are easy to dispose of when they eventually burn out.

Option C: **This answer is correct.** While the podcast guest does explain to listeners how little mercury is used in CFLs, he does not provide any information about acceptable exposure amounts or any supporting evidence to explain why people should not be concerned about exposure to small amounts of mercury. He also fails to elaborate on whether CFLs even emit mercury or how unlikely it is for people to be exposed to the mercury (which would only happen if the glass tubing broke).

FSA ELA Reading Practice Test Answer Key

- 15.** Fill in the bubbles to match the claims made by the speaker in Passage 1 with the supporting evidence provided for each claim.

	<u>Claim:</u> CFLs benefit both the environment and the economy.	<u>Claim:</u> The environmental disadvantages of CFLs can be overcome.
CFLs use 75% less energy than traditional light bulbs.	●	Ⓐ
The amount of mercury in a CFL is equivalent to the tip of a ballpoint pen.	Ⓒ	●
The energy savings from CFLs could power 3 million homes for a year.	●	Ⓕ

Option A: **This answer is correct.** This detail supports the ideas that CFLs use less energy to function and that people would not have to buy light bulbs as often as traditional bulbs. This supports the claim that CFLs benefit both the environment and the economy.

Option D: **This answer is correct.** This detail gives an example of how little mercury exists within CFLs, which supports the claim that their impact on the environment is not as negative as it is perceived to be.

Option E: **This answer is correct.** This detail describes how much energy would be saved by using CFLs and how they would not need replacement for a long time, which would benefit the environment and the economy.

Read the passage and then answer Numbers 16 through 18. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Julia gazed out on the blue—nothing but blue for days. “Blue is better than storms,” the ship’s captain warned her. She remembered looking at the big, blue space on the map indecating the Pacific Ocean. That preview had not prepared her. This trip was showing her the true size of the Pacific.

Julia and her parents were headed for Palmerston Island, due west of Tahiti. Palmerston is part of the Cook Islands, has 62 residents, and is one of the most isolated inhabited places on the planet. The only way to get there is by boat, even in the twenty-first century.

Her parents were anthropologists. Study various cultures throughout the world was their mission. Every few years, the family moved for one of their “great adventures.” The only regularly scheduled ship visited Palmerston twice a year to pick up fish and drop off supplies. Her family will be stuck there for at least six months, and her parents planned to make it a year.

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

16. She remembered looking at the big, blue space on the map indicating the Pacific Ocean.

- ☒ indicating
- ☐ endacating
- ☐ endicating
- ☐ correct as is

Option A: **This answer is correct.**

This is the correct spelling of the word "indicating."

17. The only way to get there is by boat, even in the twenty-first century.

- ☐ boat even
- ☐ boat; even
- ☐ boat: even
- ☒ correct as is

Option D: **This answer is correct.**

This is the correct use of a comma in a sentence. It separates an independent clause from a dependent clause.

18. Part A

Study various cultures throughout the world was their mission.

- ☐ Studies
- ☒ Studying
- ☐ Studied
- ☐ correct as is

Part B

Her family will be stuck there for at least six months, and her parents planned to make it a year.

- ☒ would
- ☐ is going to
- ☐ is to
- ☐ correct as is

Part A

Option B: **This answer is correct.**

This is the correct form of the verb used in the sentence.

Part B

Option A: **This answer is correct.**

This is the correct form of the verb used with the subject in the sentence.

Read this passage and then answer the questions on the following page. Each underlined section is part of a question.

When one thinks of ancient Egyptian queens, Cleopatra is probably the name that comes to mind. However, female rulers were surprisingly
19 common in ancient Egypt, and some of the most influential royals in Egyptian history were women. Compared to women in other ancient cultures, Egyptian women had more rights: they could own land, choose their own husbands, and participate in government.

One of the first known female rulers, MerNeith, ruled Egypt until her infant son was old enough to take the throne. Despite being a sort of “placeholder,” ancient artifacts show that MerNeith governed the kingdom and likely passed laws during this time. Nefertiti is one of the most famous Egyptian queens. She ruled during Egypt’s most prosperous time and was responsible for reshaping the culture’s
20 religious beliefs. Although she ruled alongside her husband, she is depicted far more often than he is in sculptures and artwork, suggesting that the people considered her the more important ruler.

Though she’s not as famous as others, Hatshepsut was one of the most
21 important Egyptian queens in history. The full title and powers of a pharaoh were assumed by her. She often went so far as dressing as a man and having her subjects refer to her as “King” to ensure respect. Hatshepsut ruled for more than 20 years and left the kingdom in far better condition politically and economically than when she first took power. She also prepared her stepson to rule after her, and he expanded Egypt’s empire to its largest size.

Now answer Numbers 19 through 21.

19. Choose the correct spelling.

- ☐ (A) influencial
- ☐ (B) influenshial
- ☒ (C) influential
- ☐ (D) correct as is

Option C: **This answer is correct.**
This is the correct spelling.

20. Choose the correct punctuation.

- ☐ (A) alongside her husband
she is depicted
- ☐ (B) alongside her husband—
she is depicted
- ☐ (C) alongside her husband.
She is depicted
- ☒ (D) correct as is

Option D: **This answer is correct.**
The sentence correctly uses a comma to indicate a pause.

21. Choose the appropriate sentence to be used in the passage.

- ☐ (A) She the full title and powers of a pharoah assumed.
- ☒ (B) She assumed the full title and powers of a pharoah.
- ☐ (C) Assuming the full title and powers of the pharoah was done by her.
- ☐ (D) correct as is

Option B: **This answer is correct.**
This corrects the inappropriate shift from active to passive voice.