

FCAT Test Taking Strategies

Before the Test

Get a good night's sleep for many hours. It is a good idea to go to bed early.

Practice Relaxation techniques.

Some people relax by breathing slowly and deeply. Breathe in as much air as possible through your mouth, holding your breath for a short while, then breathe out as much air as possible through your nose. Do this about 10 times.

You could also relax by closing your eyes. Think about relaxing your toes, then your feet, then your ankles and work your way slowly up to the top of your head.

Eat healthy meals the night before the test and have a **good breakfast**

of protein, carbohydrates and fruit. Peanut butter and jelly sandwiches with milk or orange juice would be a good choice.

Put #2 pencils in your backpack if you have them.

Test Anxiety

Anxiety is a feeling of uneasiness or worry about something that might happen in the future. Many people worry about tests, new challenges or unknown situations. A little bit of anxiety or worry can be a good thing. It can help to focus our attention, to make us alert and ready to act. Too much anxiety, however, can be bad or extremely negative. Anxiety can keep us from performing as well as we usually do.

One of the reasons people feel anxiety is because they think they might fail. If we are worried about doing well on the test, we may forget how to do the tasks we need to do. Many people feel anxious when they have to talk in front of a group of people, or when playing a game with a lot of people watching. **Some people feel anxious or worry about tests.** Some forms of test anxiety are feeling nervous, shaking, not being able to concentrate, negative thoughts and having difficulty remembering facts. The good news is there are ways to deal with test anxiety.

How to Deal with Test Taking Anxiety

Be prepared for the test by doing the lessons in your practice books so you will know what to expect on the test.

Practice your writing skills by writing something every day, like a poem, a song, or something in a journal or diary.

Think positively. Researchers have found that when students believe they will do well, their scores go up. If you start to have negative or bad thoughts about yourself, think about something positive about yourself, like the times when you have done well at a hard task.

Set aside a “worry time.” Allow yourself only fifteen minutes a day for worrying. During that time, let yourself worry about whatever you want. If you start to

worry during the rest of the day, tell yourself, “This is not my time to worry. I can only worry about this at 7:00,” or whatever time you choose.

Practice relaxation techniques that are listed above.

Test Taking Rules:

Use your test booklet as scratch paper. While you have to keep your answer sheet neat and free of stray marks, you can mark up and write in your test booklet. You can write whatever you want, in the section of the booklet you’re working on. You will not receive credit for anything written in the booklet, however. It is just a place where you can underline, write short notes or make other marks.

What should you write in your test booklet? Mark each question you don’t answer with a question mark so you can easily go back to it later and find it. When reading the answers, cross out the choices you know are wrong. Underline important sentences or words in the reading passages.

Check your answer sheet regularly to make sure your answers are in the right place. Losing your place on the answer sheet can be a big problem that will affect your score. To prevent this, check the number of the question and the number on the answer sheet every few questions to be sure they match. Check them carefully every time you skip a question. Circle the correct answer in your test booklet before you put it on your answer sheet. Remember, only the answer sheet is graded, not the test booklet.

Pacing and Timing

Pacing is based on the idea that each question on the test takes a certain amount of time to read and answer. If you had unlimited time, or very few questions to answer, pacing would not be a problem.

Good test takers also develop a sense of **timing** to help them complete the test. The goal is to spend time on the questions that you are most likely to answer correctly and leave some time for review at the end of the testing period.

Use all of the time you have on the test. If you finish early, go back and read the hard questions. Be sure you answered every question.

Strategies for Pacing

Use these **pacing strategies** (ideas or suggestions) **so you don’t lose time** on the test. Using these ideas, you will have time to find all of the questions you are able to answer.

Keep moving. Don’t spend so much time on hard questions that you lose the time to find and answer the easier ones. Work on less time-consuming questions before moving on to more time-consuming ones. Remember to mark the questions you want to go back to with a “?” in the test booklet. Cross out choices you know are wrong as you read through the test. This will save time when you return to those questions later.

Spend time on the questions you have the best chance of getting right. Some types of questions take longer to answer than others.

Keep track of time during the test. You should check the clock and know when you are one-fourth of the way through the time you have, half way through and when you have five minutes left. If you finish a section before time is called, check your answers.

Know which type of question is easiest for you. Begin by answering the easiest questions. If you do this, be sure to mark the questions you skip with a question mark. Leave the ovals on the answer sheet blank for the questions you skip. Go back to those questions later.

How to Pace

Write down the time on your test booklet when you should be one-quarter of the way through, halfway through, and when time is up. Next to the time, write the number of the question that is one-quarter and one-half of the way through the test. That way you will know where you should be at a certain time. Every now and then, check your progress to see how much time you have left and how many questions you have left to answer.

Some questions take less time to answer than others. If you have 30 minutes to answer 30 questions, it does NOT necessarily work out to one minute per question.

Begin to work as soon as the testing time begins. Keep your attention focused on the test. Don't daydream.

Don't spend a long time figuring out the answers on the first time through a section. Answer questions you are sure of first. Mark those questions you are unsure of with a question mark in the test booklet so you can easily locate them later.

Go back and try the questions you skipped, using the guessing strategy below. In the last few minutes, check your answers to avoid careless mistakes

Check your answer sheet to make sure there are no stray marks and that all erasures are clean.

During the Test

Think positively. If you are thinking you aren't doing well, you are not thinking about the question in front of you. Think positive thoughts that will help you keep up your confidence and focus on each question.

Keep Yourself Focused. Try not to think about anything except the question in front of you. If you catch yourself thinking about something else, bring your thoughts back to the test and congratulate yourself. You have just proved you are in control.

Concentrate on your own work. Some students look around to see how everyone else is doing when they get stuck on a question. What they usually see is that others are filling in their answer sheets. "Look at how well everyone else is doing. What's wrong with me?" If you start thinking this way, try to remember:

Everyone works at a different pace. Your neighbors may not be working on the same question that is hard for you. Thinking about what someone else is doing doesn't

help you answer even a single question. In fact, it takes away time you should be using on the test.

Don't be upset by something you don't understand. No one is expected to get a perfect score. There will be a few items on every test that most people will not understand. When you come across something you don't understand, remain calm. Reread that part of the test carefully. Try to figure out what is being said. Use your test taking strategies. Make your best guess, then go on to items you do understand.

FCAT Reading Exam

This test has short articles, stories, or poems called passages. After you read each passage, you will answer questions about it. There are two kinds of questions, multiple choice and Read, Think and Explain.

Read, Think, Explain Questions – short and long written responses

Each reading or passage on the test will have at least one Read, Think, Explain question. Some of these questions are short and some are long. They are marked with different symbols.

The short Read, Think, Explain questions should take about five minutes to answer. **You should write one or two complete sentences.** Remember to answer every part of each question to earn **two points**.

The long Read, Think, Explain questions take about 10 minutes to answer. It will be worth **four points** if your answer is complete and correct. These questions **do not depend on what you already know** but on your ability to understand and make sense of the information given to you in the passages. The passages come from many subject areas. You probably will not be familiar with the topics in most of the passages. The passages are selected so you can answer the questions without prior knowledge of the subjects.

The set of directions for what you are supposed to write about is called the writing prompt. You will have to analyze it, break it apart and interpret it. **Look for the main or key question.** It will usually ask **who, what, where, when, why or how.** Make sure your written response contains a one-sentence general answer to this key question.

Check to see whether the writing prompt has more than one part. Make sure you answer each part. Answer all of the questions in the prompt, but do not give additional facts from the passage. For example, don't write a summary if you are asked to explain the reasons for something. If you write information from the passage that is **NOT** asked for, you will not get points for that information.

The writing prompts may also ask you to analyze, assess, cite, compare, contrast, convey, critique, decide, describe, draw, evaluate, explain, express, generalize,

give details, illustrate, interpret, judge, list, paraphrase, point out, respond, review, show, state, summarize, support or tell how the author develops a character in a story. You should **know what these words mean before you take the test**. Discuss these words with your teacher, a parent, adult, or look them up in a dictionary.

Answering most of the Read, Think, Explain Questions **will take more than just looking back at the passage to see what it says**. The questions will ask you to **prove you have understood** what the author is saying or inferring.

Read, Think, Explain Strategies (Suggestions)

Before you read the passage, read the questions. Read the writing prompts quickly to get the general idea. Then read them over again, very carefully. Ask yourself, “What is the key question that I must answer in my written response? As you read the passage, underline the words or sentences that may answer the writing prompts. Put the number of the question next to the answer in the passage you just underlined. You can also write a few notes in the margins.

The answers come from the passage. Every single answer can be found in the passage or inferred from the passage. So be sure to read the passages carefully. If the author says it’s a rainy day, he or she probably said that for a reason. The author did not have to talk about the weather at all. Rainy days suggest a sad mood or certain feelings.

Every word counts. Pay attention to words that describe people, events and things. If someone’s face is described as handsome or scarred, pay attention. Details and adjectives like these are in the passage to give you an understanding of what the author wants you to feel or think. When you read a question about the mood or tone of a passage, or when you are asked about the author’s attitude or intent or whether the author might agree or disagree with a statement, you have to think about the details the author has provided.

Mark the passage or make short notes. It may help you to mark or underline important sections, words or sentences. But be careful that you don’t mark too much. The idea of marking the passage is to help you find information quickly. If you have underlined or marked three-quarters of it, your marks won’t help.

Some students write a few words in the margin that summarizes what a paragraph or key sentence are about. Just be careful not to spend more time marking the passage than you will save. And remember, you get points for answering the questions, not for writing in your test booklet.

Read the questions and answers carefully

1. Before reading the passage, read the questions at the end of it.
2. Think about what each question is asking. Say to yourself, "I have to find..."
3. Read the passage and look for information that will help you answer questions.
4. Underline the part of the passage that answers each question.
Write the number of the question in the margin.
5. After you have read the whole passage, think again about how you can use the information you underlined and marked to answer the questions.
6. Read the questions again carefully.
7. It's O.K. to go back and read parts of the passage as many times as necessary to find answers.
8. Plan what you are going to write by making an outline or using a thinking map.

Restate the question in the first sentence you write. For example, if the question is, "What is the author's attitude toward Malcolm X?" You would write, "The author's attitude towards Malcolm X is...."

Use details from the passage to support your answer. Use specific words, phrases and/or sentences from the passage in your written response to support or prove your first sentence. Remember that the Read, Think, Explain Questions depend on the information in the passage and your ability to understand it. Even with the inference, tone, and attitude questions—the ones in which you have to do some "reading between the lines—you must find evidence in the passage that supports the correct answer.

Pace yourself. You will spend a lot of time reading a passage before you are ready to answer even one question. So take time to answer as many questions as you can about each passage before you move on to another passage. Jump around within a set of questions to find the ones you can answer quickly, but don't jump from passage to passage.

Don't leave a reading passage until you are sure you have answered all the questions you can. If you return to the passage later, you will probably have to reread it.

Go back to any questions you skipped. When you've gone through all the questions on a passage, go back and review any you left out or weren't sure of. Sometimes information you picked up while thinking about one question will help you answer another.

Pick your topic. Some sections of the test contain more than one reading passage. Students often find it easier to read about familiar topics or topics that they find interesting. So if you have a choice, you may want to look for a passage that deals with a familiar or interesting subject first. If you skip a passage and set of questions, be sure that you don't lose your place on the answer sheet.

Are you running out of testing time? If you are, it may be best to read the questions and skim the passage quickly. Look for an answer that makes sense with the rest of the sentence.

Multiple Choice Questions

An answer choice can be true and still be wrong. The correct choice is the one that best answers the question, not any choice that makes a true statement. A choice may say something that is perfectly true and still be the wrong choice. The only way you're going to keep from being caught by a choice that is true but wrong is to make sure you read the passage, the questions, and the answer choices carefully.

Know how to guess. If you don't know the correct answer to a question, eliminate the choices that are definitely wrong by putting an "X" on them or drawing a line through them. It's sometimes easier to find the wrong answers than the right ones. On some questions, you can eliminate all the choices until you have only the correct answer left. Eliminating the wrong answers can help you think your way through to the correct answer. After you eliminate the choices that are definitely wrong, guess an answer from the remaining choices. . **Guess only after you've tried your best to answer the question**

Guess when you can eliminate at least one choice. If you can eliminate even one answer, you increase your chances of getting a question right. With each correct answer you get points. If you leave the answer blank you don't get any points.

Don't spend too much time on any one question. If you can't answer a question without spending a long time figuring it out, go on to the next one. If you aren't sure about how to answer a question, or you don't know where to begin, stop working on that question. Write a question mark next to it in your booklet. You may have time to come back to it later.

Don't lose points by being careless. No matter how frustrated you are, don't pass over questions without at least reading through them. Be sure to read and think about ALL the choices in each question. Always read ALL the answers to a question before choosing your answer. Try to work at an **even, steady pace**. Keep moving, but not so quickly that you make careless mistakes.

Answer all the easy questions you can before moving on to the harder ones. Once you know where the easy and hard questions are located, be sure to answer the easy questions before answering the questions that take a lot of time.

Double check the other answer choices. When you have made your choice, read quickly (again) through the other choices to make sure there isn't a better one.

Vocabulary-in-Context Questions

Some questions will ask about the **meaning of a word as it is used in the passage**.

When a word has several meanings, the most common meaning of the word may not be the correct answer.

The context in which the word is used determines the meaning of the word.

You can sometimes figure out the word from the passage and the answers. Read one sentence before the word and one sentence after it.

If you can't figure out the meaning of the word, pretend the word is blank. **Read the sentence substituting the word "blank."**

Look at the answer choices. Pick the choice that is most like what you guessed. Replace the vocabulary word or expression with the answer choice you picked. Read the new sentence. If the answer choice you guessed fits well, it is correct. If it doesn't fit well, try another choice.

Another way to figure out the meaning of a word is to try to break the word into three parts, the **prefix, root** and **suffix**. Try to figure out the meaning of any of those three parts of the word. Find the answer choice that is closest to one of those meanings.

If the passage has a picture or graphic, always check it out carefully. Read the caption or heading and all of the words on the graphic. It may have information that will help you understand the passage and answer the questions.

These questions usually take less time to answer than other types of questions.

Themes

The **main idea** of a passage or story can be its **theme**.

The theme of the story **is not usually written in the passage**.

You have to figure out the theme after you read the story.

Themes tell about **people in general or human nature**.

Themes are lessons you can learn from the story or passage that are usually true, most of the time.

Themes can be **famous sayings, proverbs, general truths** or lessons you learn in life.

Organization of the Passage or Text

The FCAT test will ask you to read a passage and then **decide how it is organized** or how the author developed his ideas. You should be able to tell if a passage is organized by;

- cause and effect
- chronological order
- comparison and contrast
- flashback (interruption in a story to tell what happened years ago),
- main idea with supporting details, lists, reasons,
- problem and solution (conflict and resolution),
- question and answer
- spatial order (left to right or top to bottom)

Cause and effect may also be called **cause and results**. Look for **key words** such as **because, since, consequence, result, reason**. The words that come after the key word will usually give the cause or effect. Sometimes there are no key words. So if you read **why** and event happened or **what** happened because of an event, the passage is in cause and effect order. It is often used in passages about science topics.

Chronological order is the same as **time sequence**. It begins with the event that happened first, a long time ago. Then the passage tells what happened each year after that, in order by date. It is usually used in passages about history or someone's life, a biography.

Comparison and contrast is the same as **similarities and differences**. An author may write about the characteristics or qualities two things have in common. He may say how two things are the same or not the same, alike or not alike.

A **flashback** happens when the person telling the story remembers something that happened a long time ago. He will tell about that memory. Then the narrator will return to the present time and tell about what is happening now. He may do this once or many times. The Titanic movie is an example of an old woman's a flashback to the time when she was young and on the ship.

The **main idea** is a one sentence summary of the entire passage. The answer choices may give the details of the story. However, the main idea tells **the whole story in one sentence**, not just some of the details.

If the question on the test says,

“What is the best title for the story?”

“What is the story mostly about?”

“What is the main topic of this story?”

“What is the central purpose of this story?”

You should write or pick the answer that tells the **whole story in one sentence**.

To find the main idea, ask yourself, “What point is the author trying to make?”
Find the idea that all of the details support. Say to yourself, “All of these details are about_____.”

A **problem and solution** is often used in a fiction story. Something goes wrong and the story tells how the problem is solved.

The **author may use the question and answer organization of a passage** to present a controversial issue. The author may give his point of view. He may write about a problem and then tell how he thinks it should be solved.

A passage or list is in **spatial order** if it is organized from top to bottom or left to right.

Bullets, Headings and Subheadings

A **bullet** is a black dot, square or diamond shape on the left of sentences or phrases in a list. Bullets draw attention to the list of items.

Headings and subheadings are used to divide a passage into sections. Headings summarize the next paragraph or the content of the next part of the passage. Headings summarize the information that is written after the heading.

Author’s Viewpoint

Sometimes the author’s point of view is easy to figure out and clearly stated.. Other times, the adjectives and the examples he uses give you a good idea of what the author thinks about a person or topic. The viewpoint is the author’s **attitude or opinion** about something. You may have to **infer** his viewpoint. This means he may only give hints and not come right out and say the way he feels about something. **Negative and positive words** may indicate how the author feels about a topic. Sometimes authors don’t give their viewpoint. They may be objective and write about the pros and cons of the topic.

Author’s Purpose

Authors have a purpose in mind when they write.

They may **instruct, inform** or **teach** their readers;
They may **give** their opinion to **persuade** readers to agree with them
They may **amuse** their readers to make them laugh.

You are supposed to figure out the best **reason the author wrote the passage** when you see the question “Why did the author write this passage?” The reason will summarize the entire passage and tell why it was written.

How Authors Persuade People

Authors may **try to persuade you to think the way they do** by:

- Giving examples that seem to prove his point
- Telling you that experts agree with him
- Writing quotes from experts
- Telling which famous people agree with him
- Using numbers and statistics
- Giving scientific evidence and explanations
- Giving only one side of the argument
- Using positive or negative words to stir up your emotions
- Blaming others for real or pretend evil
- Stating his opinions but making them sound like facts

Strong and Weak Arguments are used by authors to try and persuade readers to believe them.

A **strong argument** or statement may contain statistics or numbers that can be validated (proven correct).

A **weak argument** is made when the writer makes an incorrect assumption (guess) by making a statement that cannot be proven.

Locating and Interpreting Information

Some sources of information are library reference books, or parts of books listed below. Look through these books in a library, your classroom or at home.

Almanacs include calendars, weather forecasts, information about the moon, stars, ocean tides and statistics. When the answer to a question is a number, you can usually find that number (statistic) in an almanac.

Atlases are books of maps that also have information about the geography of the earth.

Road atlases will show you which Interstate highways or roads to take when you travel inside a state or from state to state.

Historical atlases contain very old maps that show the names and location of countries hundreds of years ago.

Encyclopedias have passages about every subject. They are arranged in alphabetical order by subject. Some encyclopedias have hundreds of articles about just one subject, like Popular Science Encyclopedia.

Reader's Guides to Periodical Literature are books that list magazine articles from 100 magazines. You can look up a subject and read the titles of magazine articles about your subject. When you decide which magazine article you want, ask the librarian for the magazine, so you can read the whole article.

Telephone Book Yellow Pages list products, goods and services you can buy in your city. It is arranged alphabetically by subject such as Automobiles, Churches, Dentists, Hair Stylists, and Television Repair. The companies who sell those products or

services are listed alphabetically under the subject headings. You can read the name, address and phone numbers of the businesses and where the people work.

Dictionaries give the numbers of syllables in a word, show how to pronounce it, the part of speech (noun, verb, adjective...), the language the word came from and several definitions or meanings. Sometimes they give synonyms.

A **Thesaurus** lists words in alphabetical order and gives their synonyms (words with the same meaning.) Sometimes a thesaurus also contains antonyms (words with the opposite meaning).

Parts of a Book.

Use a textbook to find the items listed below. Practice using each item to find information. Have someone ask you questions about each one.

Table of Contents lists the chapters in a book. They are at the beginning of most textbooks, chapter or fiction books. The Table of Contents lists the names of the chapters in **order by page number**. Look at the table of contents of your textbook. What kind of information is on page 25?

A **glossary** is the dictionary that is located in the back of textbooks and some other books. The glossary lists the hard words used in the book and gives the definitions of those words.

Index is the word used for the list of subjects in the back of most nonfiction books. The subjects are alphabetical order. The index tells you which page to turn to for the subject you want. Sometimes the subjects have subheadings. Find a book with an index that has subheadings and figure out what they mean. Ask someone to help you if you aren't sure.

Maps show you what the world would look like if you were a bird flying high in the sky. Each map usually has an arrow that points north. The map's **scale** will tell you how many miles you can travel for every inch on the map. The **key** contains symbols that will help you figure out part of the map. You should be able to look at a map and tell what is north, south, east and west of any place on the map. You should be able to use the scale and tell about how many miles one city is from another city.

Line Graphs are a way to represent numbers or statistics. The line graph is in the shape of the letter "L." It has lines that start in the corner of the L and move to the right side of the page. Across the bottom of the graph from left to right you might see years written in chronological order. On the left side of the line graph from bottom to top, there will be other numbers written in order. If you point to any place on the middle line, you should look to the left and find the number. Then look to the bottom of the graph to find the year. Be sure you understand what the numbers mean by reading the title of the graph or caption.

Bar Graphs have several bars or rectangles that are shaped like short and tall telephone polls. They are standing on a line. **You** can figure out what they mean by looking at the top and the bottom of each bar. Read the question. Read the **key** on the graph. Then read the words on the bottom and left side of the graph. Look at the bottom of one of the bars for numbers. Then put your pencil on the top of the same bar and look

to the left for more numbers. Combine the information from the bottom of the bar and the top left of the bar to help you understand what the bar means.

Tables, charts, and lists sort information into categories of rows (left to right) and columns (top to bottom). To figure out what each cell, square or block means, put your pencil on one of the blocks. Read the information at the top of the column and the far left in the row.

Synthesizing is the process of combining or putting together information from two or more places or sources. Besides reading the passage, you should read the information under pictures and on maps and charts before you select or write your answers. That way, you can synthesize information from two sources when you write your answers.

Validity and Reliability

You have to be able to tell the difference between fact and opinion.

Facts can be **checked or proven**. If a weatherman said 2 inches of rain fell in Miami yesterday, that fact can be checked in many places.

An **opinion** is based on the author's personal feelings or judgment.

Opinions cannot be proven the way a fact can.

If the words **good and bad** are used, it's probably the writer's **opinion**.

Words like **think, feel, hope, fear** and **believe** show the author's opinion. For example, if an artist says yellow is the prettiest color, we cannot prove yellow is the prettiest color. Therefore, it is an opinion, not a fact.

A **valid** statement is **true, accurate** and **correct**. It can be **tested** or **verified**.

A **myth** is something that sounds true, but is not true.

An author's statement is **reliable** if it is true and can be trusted.

Primary sources are passages that describe **the author's direct experience**.

They may be filled with **facts** or **opinions** or a combination of both.

A primary source may be a diary, an autobiography, a historical document or an eyewitness report.

To tell if the writer's ideas and conclusions are **valid and reliable**, **check the information on the graphs and tables** in the passage.

For practice, read an article on the editorial page of the newspaper. Figure out which sentences are facts and which ones are opinions.

Literary Works

You need to know the difference between a myth, legend, tall tale, fable, and folk tale.

A **myth** is a story about a **god or goddess**. Myths often explain where things come from. For example, the Greek myth of Arachne tells the origin of spiders.

A **legend** is a story that may be partially or completely true about a **hero or heroine**.

The stories of King Arthur and the Round Table are legends, as is Robin Hood.

A **tall tale** is a story wild **wildly exaggerated** or **made up** characters and events. The stories of Paul Bunyan and his blue ox and Pecos Bill are tall tales. Those very **tall characters** are the size of tall buildings.

A **fable** is a short story that has **animals as the main characters**. It is told to make a point about **how people should treat each other**. There is a moral to the story. Aesop wrote a lot of fables like the Boy Who Cried Wolf and the Tortoise and the Hare. The ugly duckling is a fable.

A **folk tale** is a story that was passed down **from grandparents to grandchildren** for **hundreds of years**. These tales were not written down until recently. No one knows who made up the stories in the first place. An example is the folk tale about a strong man named John Henry. Leprechauns, tiny elves who know where gold is buried, are an example of an Irish folktale. Vampires are in folktales from Europe.

An **anecdote** is a very short story that is told to make a point. It is usually an interesting or funny incident that happened to someone. It is usually true.

A **biography** is the true story of a person's life. The narrator may tell about part of a person's life or all of it. If the narrator or author tells about his own life it is called an autobiography. Auto is a prefix that means "self" in the Greek language.

A **historical fiction** passage mixes together **true facts from history with pretend characters**. The author may write about fictional characters having adventures with real people from long ago.

A **realistic fiction** story seems like it could be true, but it isn't.

A **narrative** is a story. If the author or narrator tells about his own life, it is an autobiographical or firsthand narrative.

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