Tennessee Comprehensive Assessment Program

TCAP

TNReady—English Language Arts
Grades 3 through 8
Passage and Writing Prompt Release

TN Department of Education

Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

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Table of Contents

Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	**Max Points**	1
Item Grade	EOC	**Item Content**	English III
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	**Max Points**: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	**Item Content** (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	**Key**: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

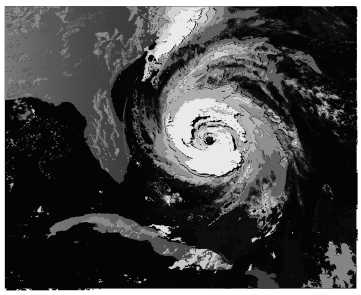
TN328214

Item Label	TN328214	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	3.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

Read the passage and answer the questions that follow. Make sure you answer all of the questions. Mark your answers in your test booklet.

Excerpt from *Hurricanes*

by Cari Meister



1 A hurricane is a swirling mass[1] of thunderstorms. Some people think they look like big twisting tops or giant snails. The average hurricane stretches 300 miles (483 km) across. Wind speeds inside hurricanes are usually 100 to 200 miles per hour (163 to 322 kph). A hurricane is full of big, dark clouds. Inside a hurricane thunder crackles and booms. Lightning lights up fierce clouds and rain pours.

2 It's hard to believe, but near the center of the hurricane there is a spot where the winds are calm. The spot is called the eye. Inside the eye, the sky is sunny. A circle of storm clouds, called the eyewall, forms a ring around the eye.

3 Hurricanes form over warm parts of the ocean. Every sea in the tropics can spawn a hurricane. Most hurricanes start over the Atlantic, the Caribbean Sea, and the Gulf of Mexico. Hurricanes usually form in August, September, and October. Meteorologists refer to this time as hurricane season. . . .

4 Hurricanes cause a lot of destruction. But they are also an important part of the natural cycle. Hurricanes pick up water from the ocean. They often drop the water back on land.

5 People everywhere depend on rain from hurricanes. Hurricanes and other tropical storms account for 10 to 15 percent of the rain that falls in the Southeastern United States. Many farmers depend on hurricane rain. Their crops would die without it.

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[1] **mass:** a large group of parts or objects

Which detail from the passage **best** supports the idea that hurricanes are part of a natural cycle of events?

A. They take ocean water and drop it on land.

B. They move over bodies of water.

C. They can form over every sea in the tropics.

D. They have sunny spots that form a ring.

TN228225

Item Label	TN228225	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	3.RI.KID.3	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

Based on the passage, which weather condition would **most likely** result in a hurricane?

A. Fast winds start blowing during a summer storm.

B. Thunder and lightning are heard and seen in a storm.

C. A storm grows over the Gulf of Mexico.

D. A storm moves over a farm in the Southeast.

TN528241

Item Label	TN528241	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	3.RI.CS.5	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

Based on the topic sentence of each paragraph, where is the **best** place to find information about hurricanes that might surprise the reader?

A. paragraph 1

B. paragraph 2

C. paragraph 4

D. paragraph 5

TN428253

Item Label	TN428253	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	3.RI.IKI.8	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

How does the author **best** support the point that people need hurricanes?

A. by describing what it is like inside of a hurricane

B. by listing the places where hurricanes start

C. by explaining what a hurricane season is

D. by stating how much rain comes from hurricanes

TN328256

Item Label	TN328256	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	3.RI.IKI.7	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

What does the picture of the hurricane help the reader understand?

A. how fast the winds of a hurricane are

B. how a hurricane drops large amounts of water

C. what an eye of a hurricane looks like

D. what type of destruction a hurricane causes

TN728247

Item Label	TN728247	**Max Points**	1 | 1
Item Grade	03	**Item Content**	ELA
Item Type	composite	**Key**	1 | 4
DOK	3	**Rubric**	
Standard 1 Code	3.RI.CS.6	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

The following item has two parts. Answer Part A and then answer Part B.

Part A
Which sentence **best** states the author's point of view about hurricanes?

A. They are dangerous but necessary.

B. They are mainly positive forces.

C. They are fun to watch.

D. They are wild and unsafe.

Part B
Which detail from the passage **best** supports the answer to Part A?

A. ". . . stretches 300 miles (483 km) across." (paragraph 1)

B. ". . . usually 100 to 200 miles per hour (163 to 322 kph)." (paragraph 1)

C. ". . . forms a ring around the eye." (paragraph 2)

D. ". . . crops would die without it." (paragraph 5)

TN528233

Item Label	TN528233	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	3.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	3.FL.VA.7a.i	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

Which phrase helps the reader understand the meaning of the word swirling as it is used in paragraph 1?

A. "big twisting tops or giant snails"

B. "big, dark clouds"

C. "crackles and booms"

D. "lights up fierce clouds"

TN028259

Item Label	TN028259	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	3.FL.PWR.3b	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Hurricane!
Passage Label 1	TN854886		

Based on the suffix **-ist**, what does the word meteorologists mean?

A. places for meteorology

B. books about meteorology

C. people who study meteorology

D. tools used to study meteorology

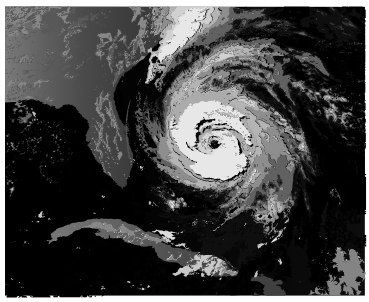
TN928286

Item Label	TN928286	**Max Points**	8
Item Grade	03	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	4	**Rubric**	N/A
Standard 1 Code	3.W.RBPK.8	**Standard 1 Text**	N/A
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	N/A

Read the passage and answer the questions that follow. Make sure you answer all of the questions. Mark your answers in your test booklet.

Excerpt from *Hurricanes*

by Cari Meister



1 A hurricane is a swirling mass[1] of thunderstorms. Some people think they look like big twisting tops or giant snails. The average hurricane stretches 300 miles (483 km) across. Wind speeds inside hurricanes are usually 100 to 200 miles per hour (163 to 322 kph). A hurricane is full of big, dark clouds. Inside a hurricane thunder crackles and booms. Lightning lights up fierce clouds and rain pours.

2 It's hard to believe, but near the center of the hurricane there is a spot where the winds are calm. The spot is called the eye. Inside the eye, the sky is sunny. A circle of storm clouds, called the eyewall, forms a ring around the eye.

3 Hurricanes form over warm parts of the ocean. Every sea in the tropics can spawn a hurricane. Most hurricanes start over the Atlantic, the Caribbean Sea, and the Gulf of Mexico. Hurricanes usually form in August, September, and October. Meteorologists refer to this time as hurricane season. . . .

4 Hurricanes cause a lot of destruction. But they are also an important part of the natural cycle. Hurricanes pick up water from the ocean. They often drop the water back on land.

5 People everywhere depend on rain from hurricanes. Hurricanes and other tropical storms account for 10 to 15 percent of the rain that falls in the Southeastern United States. Many farmers depend on hurricane rain. Their crops would die without it.

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[1] **mass:** a large group of parts or objects

Writing Prompt

You have just read a passage about hurricanes. Write a paragraph describing why hurricanes can be dangerous and what people can do to protect themselves in a hurricane.

You may use information from your own experiences and knowledge about the topic in your response.

Be sure to

- Answer the prompt completely.
- Write at least one paragraph.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.
- Provide evidence from the passage to support your response.

Write your paragraph on the lined pages of this test booklet. **Anything you write that is <u>not</u> on the lined pages will <u>not</u> be scored.**

Take a few minutes to think about the passage and the prompt so you can plan your response before you begin to write. You may read the passage and the writing prompt again to yourself. Do your best to write a clear and complete response.

You **<u>must</u>** write your response on the next two pages in your test booklet. You may use as much space as you need.

TN027789

Item Label	TN027789	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	3.RI.CS.5	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Air is Everywhere
Passage Label 1	TN861679		

Excerpt from *Air is Everywhere*

by Melissa Stewart

Where is Air?

1 Wherever you go, air is all around you. Air fills your home. It seeps inside the tiniest cracks. Air blows at the park. It flows through the sky. You can't see air, but you can feel it.

2 Hold your hand in front of your mouth and blow out. What does air feel like as it leaves your body?

3 Now go to a large open area and run as fast as you can. Can you feel air pressing against your skin? Place a piece of paper against your stomach and run some more. The paper stays flat against you. It doesn't fall because air holds it in place.

4 Let's do some experiments and see what else we can find out about the air around us.

You Can Tell There's Air Inside a Bag

5 Even when you can't feel air, there are ways to tell it's there. Tear up a sheet of paper into many pieces, and drop the pieces into a clear, plastic bag. Gather up the bag's opening in one hand. Then slip a straw into the opening and blow. Hold your hand tight around the straw and bag. What happens? How do you know there's air in the bag?

6 There's also air inside a bicycle's tires and a basketball. Without air, you couldn't ride to the playground for a game of hoops!

See How Air Takes Up Space Inside a Glass

7 Air takes up space that isn't filled by other things. It's inside an oven, a wastebasket, and even an empty glass.

8 To see the air inside an empty drinking glass, fill up your kitchen sink with water. Get a glass that is shorter than the sink and that you can see through. Then stuff a napkin into the glass. Turn the glass upside down, and carefully lower it straight into the sink. Lower the glass all the way so that the water covers it.

9 Do you think the napkin will get wet? Keeping the glass upside-down, lift it out of the water and see. The glass is full of air, so water can't get inside. Air keeps the napkin dry!

Which part of the passage is the **best** place to find information about how air can fill up room inside an object?

A. the first paragraph

B. the last paragraph

C. the first and second sections

D. the second and third sections

TN227771

Item Label	TN227771	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	3.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Air is Everywhere
Passage Label 1	TN861679		

How do the details in paragraph 5 **best** support the main idea of the passage?

A. They tell how to collect air.

B. They tell how air moves around.

C. They tell how it is possible to taste air.

D. They tell how to use your breath as air.

TN327786

Item Label	TN327786	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	3.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	3.FL.VA.7a.i	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Air is Everywhere
Passage Label 1	TN861679		

What is the meaning of the word seeps as it is used in paragraph 1?

A. peeks in quietly

B. flies around quickly

C. stays in the same space

D. passes through a small opening

TN327780

Item Label	TN327780	**Max Points**	1 | 1
Item Grade	03	**Item Content**	ELA
Item Type	composite	**Key**	4 | 2
DOK	2	**Rubric**	
Standard 1 Code	3.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	3.FL.VA.7a.i	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Air is Everywhere
Passage Label 1	TN861679		

The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the meaning of the word hoops as it is used in paragraph 6?

A. some fun

B. some wheels

C. a race

D. a sport

Part B

Which word from paragraph 6 helps the reader understand the meaning of the word hoops?

A. tires

B. basketball

C. ride

D. playground

TN927803

Item Label	TN927803	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	3.FL.PWR.3b	**Standard 1 Text**	
Standard 2 Code	3.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Air is Everywhere
Passage Label 1	TN861679		

Read the sentence from paragraph 1.

It seeps inside the tiniest cracks.

What does the suffix **-est** in the word tiniest mean?

A. less

B. full of

C. most

D. state of

TN727807

Item Label	TN727807	**Max Points**	1
Item Grade	03	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	3.FL.VA.7a.iii	**Standard 1 Text**	
Standard 2 Code		**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Air is Everywhere
Passage Label 1	TN861679		

Read this sentence about the passage.

> **Doing the experiments enables us to learn about air.**

Based on the meaning of the root word **able**, what does the word enables mean?

A. makes something be different

B. gives a way to do something

C. shows another answer

D. takes a longer time to happen

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Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

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DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

TN627350

Item Label	TN627350	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	4.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	4.FL.VA.7c	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Cool Jobs: A whale of a time
Passage Label 1	TN681709		
Passage Type 2	INF	**Passage Title 2**	The Secret Lives of Dolphins
Passage Label 2	TN611720		

Now read the passages, answer the questions, and read the writing prompt. Then take a few minutes to think about what you have read and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

You may use this test booklet for prewriting or to make notes. **However, you must write your response in the separate answer document to receive credit. Nothing you write in this test booklet will be scored.**

Passage 1

Excerpt from *The Secret Lives of Dolphins*

by Julia Barnes

Discovering Special Skills

1 The dolphin has a very big brain in relation to its size and it is rated as one of the most intelligent of all animals. Tests have been carried out in zoos and marine parks that show dolphins

are quick learners. They use their memories and water skills to perform a wide variety of tricks. How do dolphins use their intelligence in the wild?

Working Together

2 Dolphins live in family groups, and the pod members help and support each other. Their teamwork is most clearly seen when dolphins are feeding. A group of dolphins work together when they are hunting fish. They use different methods, depending on where they are fishing.

- In open waters, dolphins herd large shoals of fish, circling them and then feasting on them from all sides.

- In shallow waters, dolphins drive fish toward the shore where they have a better chance of catching them than they do in deep water.

- Dolphins also use their bodies to form a wall. When fish are herded toward the dolphin-made barrier, the fish are forced to stop swimming and are easy to catch.

- Dolphins have also learned to swim alongside fishing boats, so they can feed on fish that are thrown overboard by fishermen. The bigger, stronger members of a pod always get the best places to feed.

Sound Effects

3 When a dolphin is swimming deep in the dark ocean or finding its way in muddy river waters, it is often impossible for it to see clearly. A dolphin must swim through plants, steer around rocks, hunt for fish, and avoid other dolphins that are swimming close by.

4 The dolphin has developed a special system that gives it a picture, in sound, of its water world. The dolphin makes a series of high-frequency clicks that are too high in pitch for us to hear. Each click hits part of an object in the water, such as a rock or a fish, and bounces back to the dolphin in the form of an echo. This special sound system, which is known as echolocation, can tell a dolphin the shape, size, distance, traveling speed, and location of the object that it is passing.

Passage 2

Excerpt from "Cool Jobs: A whale of a time"

by Eric Wagner

1 The sea has fascinated (Kelly) Benoit-Bird from childhood. She always knew she wanted to study it. So when she went to college — the first person in her family to do so—she majored in aquatic biology. Later, for even more advanced study, she headed to the University of Hawaii. Its graduate school has a large program that focuses on marine mammals.

2 In Hawaii, she started studying spinner dolphins. About the size of an adult human, these animals get their name from the fact that they spin through the air along their long axis as they leap from the water. The dolphins look a bit like footballs as they rotate in flight. No one knows why these dolphins do that.

3 Spinner dolphins, like many dolphin species, fish for prey in groups. Although this was well known, scientists didn't really understand how the dolphins did it. Acoustics[1] helped Benoit-Bird uncover their secret.

4 When filled with air, a spinner dolphin's lungs reflect sonar well. Within the sonar[2] signals, Benoit-Bird looked for any incredibly intense echoes that would indicate a dolphin's lungs. She marked each dolphin with a yellow dot. The dots allowed her to track the dolphins individually as they moved within the cloud of other echoes from their prey.

5 As Benoit-Bird sat staring at her computer screen, she witnessed groups of as many as 28 dolphins lining up to approach a swarm of fish. Like sheepdogs, they herded the fish closer and closer together. Once the swarm grew very dense, the dolphins then formed pairs and started swimming in great circles around it. That action kept the fish corralled together. Finally, each pair of dolphins took turns dashing into the whirling mass of fish to grab a mouthful. After five minutes, they stopped to take a breath at the surface.

_____

[1] **Acoustics:** the scientific study of sound

_____

[2] **Sonar:** the system used to send and reflect underwater sound waves

What does the word swarm suggest about the fish in paragraph 9 of "Cool Jobs: A Whale of a Time"?

A. There were different kinds of fish.

B. The fish moved together as a group.

C. There were separate groups of fish.

D. The fish swam in different directions.

TN227365

Item Label	TN227365	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	4.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	4.FL.VA.7a	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Cool Jobs: A whale of a time
Passage Label 1	TN681709		
Passage Type 2	INF	**Passage Title 2**	The Secret Lives of Dolphins
Passage Label 2	TN611720		

Read the sentence from the section "Working Together" in *The Secret Lives of Dolphins*.

> **In shallow waters, dolphins drive fish toward the shore where they have a better chance of catching them than they do in deep water.**

Which sentence uses the same meaning of the word drive as it is used in the sentence above?

A. This cough will drive me mad.

B. My mom will drive me to school in the morning.

C. If the rain continues, it will drive the players off the field.

D. On the last day of school, the rain was driving down hard.

TN927359

Item Label	TN927359	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	4.RI.KID.3	**Standard 1 Text**	
Standard 2 Code	4.FL.VA.7c	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Cool Jobs: A whale of a time
Passage Label 1	TN681709		
Passage Type 2	INF	**Passage Title 2**	The Secret Lives of Dolphins
Passage Label 2	TN611720		

Read the sentence from the section "Sound Effects" in *The Secret Lives of Dolphins*.

> **When a dolphin is swimming deep in the dark ocean or finding its way in muddy river waters, it is often impossible for it to see clearly.**

How does this sentence help develop the ideas in the passage?

A. The sentence shows that dolphins can be found in strange places.

B. The sentence explains how lack of clear waters has harmed dolphins.

C. The sentence shows why the ability to see with sound is so important.

D. The sentence describes some of the problems people have caused dolphins.

TN027372

Item Label	TN027372	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	4.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	4.FL.VA.7a	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Cool Jobs: A whale of a time
Passage Label 1	TN681709		
Passage Type 2	INF	**Passage Title 2**	The Secret Lives of Dolphins
Passage Label 2	TN611720		

The author of *The Secret Lives of Dolphins* states in paragraph 1 that dolphins "use their memories and water skills to perform a wide variety of tricks."

Which detail from the passage **best** supports this idea?

A. "Dolphins live in family groups, and the pod members help and support each other." (paragraph 2)

B. "Dolphins have also learned to swim alongside fishing boats, so that they can feed on fish that are thrown overboard by fishermen." (paragraph 2)

C. "When a dolphin is swimming deep in the dark ocean or finding its way in muddy river waters, it is often impossible for it to see clearly." (paragraph 3)

D. "The dolphin has developed a special system that gives it a picture, in sound, of its water world." (paragraph 4)

TN827378

Item Label	TN827378	**Max Points**	16
Item Grade	04	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	4.W.TTP.3	**Standard 1 Text**	
Standard 2 Code	4.RI.IKI.9	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Cool Jobs: A whale of a time
Passage Label 1	TN681709		
Passage Type 2	INF	**Passage Title 2**	The Secret Lives of Dolphins
Passage Label 2	TN611720		

Writing Prompt

You have just read two passages about how dolphins work together. Write a narrative essay in which two dolphins get lost in the ocean and need to find their way back to their family. Be sure to use details from **both** passages in your essay.

Manage your time carefully so that you can

- plan your essay and do some prewriting in the space provided.
- write your essay on the lined pages of your answer document.

Be sure to

- write a narrative essay.
- use evidence from **both** passages.

Write your essay on the lined pages of the answer document. **Anything you write that is <u>not</u> on the lined pages will <u>not</u> be scored.**

TN231186

Item Label	TN231186	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	4.RI.CS.4	**Standard 1 Text**	
Standard 2 Code		**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Bug-a-licious
Passage Label 1	TN541706		
Passage Type 2	INF	**Passage Title 2**	Good Enough to Eat
Passage Label 2	TN851715		

Now read the passages, answer the questions, and read the writing prompt. Then take a few minutes to think about what you have read and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

You may use this test booklet for prewriting or to make notes. However, you must write your response in the separate answer document to receive credit. Nothing you write in this test booklet will be scored.

Passage 1

Excerpt from "Bug-a-licious"

by Meish Goldish

Bug Pizza

1 People love to eat pizza. Many top it with mushrooms or pepperoni. In Mexico, some people put leaf-footed bugs on top. That's right! In lots of countries, insects are a popular food. They're crunchy, tasty — and healthy, too. Many insects are a good source of protein, vitamins, and minerals. They are also

often low in fat. Of course, not everyone eats insects. The idea makes some people sick. Yet the world is a big place. One eater's "yuck!" is another eater's "yum!"

Honey Ants

2 Many people buy cookies or ice cream when they want a sweet snack. Others just go digging for honey ants. Aborigines (ab-uh-RIJ-uh-neez), the first people to live in Australia, have been hunting and eating them for thousands of years. Honey ants taste good because they drink a sweet liquid from plants called nectar. They bring it back to their underground nest and feed it to other ants. The nectar is stored in a sac at the rear of their bodies. Aborigines dig into the ground with sticks and shovels to find these plump ants. They then eat the insects by holding their heads and biting off the nectar bags. Mmmm! The sweet sacs make a sweet snack!

Wasp Crackers

3 People often eat crackers with peanut butter or cheese. In Japan, they eat crackers made with digger wasps! Hunters catch the insects in forests near the Japanese village of Omachi. The wasps are boiled and dried. Then they are baked in a rice cracker dough. Each cracker has at least five or six wasps in it. Young people aren't so eager to eat them. Older people, however, love the tasty snack.

Passage 2

"Good Enough to Eat"

by Suzanne Zimbler

Some scientists say we should use insects to help feed the world's growing population. Would you give bugs a try?

1 Does a crunchy grasshopper taco sound yummy? If you were living in another part of the world — say, Mexico or Thailand or Kenya — the idea of biting into insects might not seem weird to you at all. For thousands of years, entomophagy,

or insect-eating, has been common practice among many of the world's people. According to bug-eaters around the globe, insects are tasty. "When they are roasted, I find termites really delicious," Arnold van Huis of Wageningen University in the Netherlands told *Time For Kids*.

2 Van Huis is an entomologist, or bug scientist. He is also an expert on bug-eating. He has traveled the world to learn how different groups of people gather insects and prepare them as food. It was in Kenya that Van Huis tried the termites. In Thailand, he had "nicely seasoned" locusts.

3 Bug fans say insects are not only tasty, they are also nutritious. Many are packed with protein, vitamins, and minerals. Van Huis is working with other scientists to encourage insect-eating in areas where it is already common, as well as in Europe and North America, where people are more likely to squash a bug than swallow it.

Meat of the Future?

4 According to the United Nations, the planet's population is now almost 7 billion. It is expected to reach 9 billion before 2050. By that time, demand for meat is expected to double. Raising livestock requires large areas of farmland, and feeding the animals can be expensive. "We have to find alternatives to meat," Van Huis says. "One very good option is using insects."

5 Raising insects, which are able to live in crowded quarters, would require less land, says Van Huis. Bugs would also be cheaper to feed, since they could eat food scraps, such as potato peels. "We throw away one-third of our food," he says. "Insects could grow on that."

6 Not only could bugs eat our scraps, but they also would require much less food — and water — than livestock. According to Brian Fisher, an entomologist at the California Academy of Sciences, insects are efficient creatures. "A cow wastes most of its energy just keeping warm," he says. But since insects are cold-blooded, they use more of what they eat to grow.

Crunch Time

7 For insect-eating to become mainstream in the U.S., Fisher says people must have a chance to sample tasty, ready-to-eat bugs. There are more than 1,700 types of bugs that are safe to eat. But do not even think of snacking on bugs from your backyard, since there is no way of knowing if they are dangerous. . . .

8 In the future, will eating insects be common practice for people in Europe and North America? "I'm absolutely sure it will," says Van Huis. Care for a Bug Mac, anyone?

In "Good Enough to Eat," what does the word nutritious mean as it is used in paragraph 6?

A. fresh

B. plentiful

C. low-cost

D. healthy

TN331283

Item Label	TN331283	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	4.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	4.RI.IKI.9	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Bug-a-licious
Passage Label 1	TN541706		
Passage Type 2	INF	**Passage Title 2**	Good Enough to Eat
Passage Label 2	TN851715		

What does the word source mean as it is used in paragraph 1 of *Bug-a-licious*?

A. something used to flavor food

B. where something comes from

C. method for preparing a meal

D. description of something new

TN431303

Item Label	TN431303	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	4.RI.CS.5	**Standard 1 Text**	
Standard 2 Code	4.RI.IKI.9	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Bug-a-licious
Passage Label 1	TN541706		
Passage Type 2	INF	**Passage Title 2**	Good Enough to Eat
Passage Label 2	TN851715		

In "Good Enough to Eat," how do the details in paragraphs 7 through 9 develop an important idea in the passage?

A. They explain why insects taste better than animal meat.

B. They warn people to stop wasting so much food.

C. They show how insects can feed a growing population.

D. They describe how to begin raising insects for food.

TN431214

Item Label	TN431214	**Max Points**	1
Item Grade	04	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	4.RI.KID.2	**Standard 1 Text**	
Standard 2 Code		**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Bug-a-licious
Passage Label 1	TN541706		
Passage Type 2	INF	**Passage Title 2**	Good Enough to Eat
Passage Label 2	TN851715		

What is the main idea of *Bug-a-licious*?

A. People eat differently in other parts of the world.

B. Honey ants in Australia drink sweet liquid from plants.

C. Some people enjoy putting insects on their pizza.

D. Young people in Japan are not very eager to eat insects.

TN931264

Item Label	TN931264	**Max Points**	16
Item Grade	04	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	4.W.TTP.2	**Standard 1 Text**	
Standard 2 Code	4.RI.IKI.9	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Bug-a-licious
Passage Label 1	TN541706		
Passage Type 2	INF	**Passage Title 2**	Good Enough to Eat
Passage Label 2	TN851715		

Writing Prompt

You have just read *Bug-a-licious* and "Good Enough to Eat." Write an informational essay explaining how foods in many parts of the world can be different. Include information about the various foods and how they are eaten as part of your explanation. Use textual evidence from **both** passages in your essay.

Manage your time carefully so that you can

- Plan your essay and do some prewriting in the space provided
- Write your essay on the lined pages of your answer document

Be sure to

- Explain how foods are different throughout the world
- Use evidence from **both** passages

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of the answer document. **Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.**

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Tennessee Comprehensive
Assessment Program TCAP
TNReady—English Language Arts
Grade 4
Passage and Writing
Prompt Release
Spring 2018

Tennessee Comprehensive Assessment Program

TCAP

TNReady—English Language Arts
Grade 5
Passage and Writing Prompt Release

TN Department of Education

Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

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Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	**Max Points**	1
Item Grade	EOC	**Item Content**	English III
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	**Max Points**: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	**Item Content** (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	**Key**: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

TN227534

Item Label	TN227534	**Max Points**	1
Item Grade	05	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	5.RL.CS.4	**Standard 1 Text**	
Standard 2 Code	5.RL.KID.1	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	Beth and the Twilight Star
Passage Label 1	TN319056		

Read the passage and answer the questions that follow. Then write a response to the writing prompt.

Excerpt from "Beth and the Twilight Star"

by Richard M. Elam

1 Beth Harrison and her father had driven into the desert to look for dead branches of "jumping cactus," which were used in making lamps for Mr. Harrison's tourist shop in Tucson. He and Beth had just gotten out of the station wagon and were gazing up a slope of bristly cacti.

2 "This looks like a good place, Daddy," Beth said.

3 Mr. Harrison nodded. "We'll have to hurry, though. It's getting late."

4 They started up the sandy slope carrying straw market bags that would hold their gleanings.

5 "Maybe we'll see some Flying Saucers," Beth said half-jokingly. "Someone thought he saw one out here the other day."

6 Her father grinned. "Flying Saucers indeed! You and that lively imagination of yours, Beth!"

7 They set to work searching for dead branches. They found a few good specimens. But they were not enough to suit Beth and she decided to broaden the search. She went over the slope and up and down another, and before long her roaming carried her out of sight of her father.

8 Amidst the stunning colors of the sunset, Beth could make out a lone star — Sirius — the brightest true star in all the sky. It reminded her of a pearl glowing in the heavens.

9 Presently Beth had a bag full of cactus wood for the lamp shop. She was about to return to her father when suddenly she saw something ahead that she had not noticed before. Almost hidden within a dense thicket of smoky green paloverde was a shiny surface that reflected the dying sun's rays. Her imagination stirred, Beth decided to investigate.

10 She put down her bag and made her way into the thicket. As she moved carefully through the thorns, she found some of the branches pushed aside as if someone had used this path before. She was almost through when she tripped and fell head-first. Her forehead bumped against an unyielding branch, causing her to see more than one star this time.

11 She didn't know how long she lay on the ground half-stunned before she got to her feet. There was a painful bruise on her forehead, but her curiosity was still strong and she went on. The shiny surface turned out to be a wall as smooth and glossy as steel.

12 "Jeepers!" Beth thought. "What can it be?"

13 She reached out to touch the wall. Before she could do so, a door opened in the wall.

14 The first thing she noticed beyond was a soft yellow light filling a handsome room. Feeling like Alice on the threshold of Wonderland, she stepped inside, more thrilled than afraid.

"Beth and the Twilight Star" from *Young Readers Science Fiction Stories,* by Richard M. Elam. In the public domain.

What is the meaning of specimens as it is used in paragraph 7?

A. lamps

B. projects

C. pieces

D. stars

TN927527

Item Label	TN927527	**Max Points**	1
Item Grade	05	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	5.RL.CS.4	**Standard 1 Text**	
Standard 2 Code	5.RL.KID.1	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	Beth and the Twilight Star
Passage Label 1	TN319056		

In paragraph 9, what does the phrase "the dying sun's rays" suggest about the setting of the story?

A. The weather is getting very hot.

B. Smoke is blocking the sun.

C. The day is coming to an end.

D. A tree is hiding the light.

TN227539

Item Label	TN227539	**Max Points**	1
Item Grade	05	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	5.RL.KID.3	**Standard 1 Text**	
Standard 2 Code	5.RL.KID.1	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	Beth and the Twilight Star
Passage Label 1	TN319056		

Which lines from the passage **best** illustrate the difference between Beth and her dad?

A. "'This looks like a good place, Daddy,' Beth said. Mr. Harrison nodded. 'We'll have to hurry, though. It's getting late.'" (paragraphs 2-3)

B. "'Maybe we'll see some Flying Saucers,' Beth said half-jokingly. . . . Her father grinned. 'Flying Saucers indeed! You and that lively imagination of yours, Beth!'" (paragraphs 5-6)

C. "They found a few good specimens. But they were not enough to suit Beth and she decided to broaden the search." (paragraph 7)

D. "Presently Beth had a bag full of cactus wood for the lamp shop. She was about to return to her father when suddenly she saw something ahead that she had not noticed before." (paragraph 9)

TN427551

Item Label	TN427551	**Max Points**	16
Item Grade	05	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	5.W.TTP.3	**Standard 1 Text**	
Standard 2 Code	5.RL.KID.1	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	Beth and the Twilight Star
Passage Label 1	TN319056		

Writing Prompt

You have just read an excerpt from "Beth and the Twilight Star." Write a story that continues Beth's adventure. Include details describing what she sees and does on her adventure.

Be sure to use what you have learned about the setting, characters, and plot of the passage.

Manage your time carefully so that you can

- plan your story and do some prewriting in the space provided.
- write your story on the lined pages of your answer document.

Be sure to

- use information from the passage in your story.

Your written response should be in the form of a multi-paragraph story.

Write your story on the lined pages of the answer document. **Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.**

TN145393

Item Label	TN145393	**Max Points**	1
Item Grade	05	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	5.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	5.FL.VA.7b	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Inky's Daring Escape
Passage Label 1	TN261743		
Passage Type 2	INF	**Passage Title 2**	Octopus
Passage Label 2	TN091745		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Excerpt from "Why Do Octopuses Remind Us So Much of Ourselves?"

by Olivia Judson

1 You're sitting on the seabed, just off the coast of the Indonesian island of Lembeh. You're not deep — 20 feet or so — and there's plenty of light. As you'd expect in such a tropical place, the water is warm. All around, you see ripples of fine gray-black sand, covered, in places, with a kind of greenish scum. As you explore, you notice a conch shell. Stoutly made, it has six heavy spikes coming off it. Perhaps the maker is within. Or perhaps the maker is long dead, and the shell now belongs to a hermit crab. Curious, you flip it over. A row of suckers. A pair of eyes.

2 An octopus. In particular, *Amphioctopus marginatus,* also known as the coconut octopus. Its common name comes from its habit of hiding in discarded coconut shells (sometimes it even

picks them up and carries them about, for use as an emergency shelter). But in fact, any big shell will do — such as a conch.

3 With a few of its suckers, this octopus is holding two halves of a clamshell. As you watch, it drops them and hoists itself up a little. It gives the impression of evaluating the situation. You make like a statue. After a moment, the octopus climbs out of the shell. Its body is the size of your thumb, its arms perhaps three times that. As it moves onto the sand, it turns a matching shade of dark gray. Is it leaving? No. It snakes several of its arms over the sand, and the rest over the shell. With a single heave, it flips the shell back over and flows inside.

Olivia Judson. Excerpt from "Why Do Octopuses Remind Us So Much of Ourselves?" Nationalgeographic.com. National Geographic Society, n.d. November 2016.

Passage 2

Excerpt from "Inky's Daring Escape Shows How Smart Octopuses Are"

by Wajeeha Malik

1 An octopus at New Zealand's National Aquarium made a break for freedom by slipping out of its tank, slithering down a drainpipe and escaping into the ocean earlier this year.

2 Inky, a male common New Zealand octopus, escaped his enclosure through a small opening. He slid across the floor during the night and squeezed his body through a narrow pipe leading to open waters.

3 Yarrell and his team noticed Inky's disappearance three months ago, and were able to figure out where their charge had disappeared overnight by following the wet trail he left behind. Inky had managed to move the lid to his enclosure, which he shared with another octopus. . . .

4 Although not fully grown, Inky had reached adult size, says Yarrell. Inky's story has been trending worldwide since his escape became public knowledge, which surprised staff at the Aquarium.

5 "We did not expect that much interest at all from around the world; we thought it was just a story for the locals, but it has received a lot of attention," says Yarrell.

6 Inky had been donated to the National Aquarium in Napier in 2014 by fishermen who caught him on Pania Reef. He came in quite battle-worn and scarred from fighting fish. He quickly became a favorite with staff because of his engaging and curious nature.

7 "I don't think he was unhappy with us, or lonely, as octopus are solitary creatures," Yarrell said in a press release. "But he is such a curious boy. He would want to know what's happening on the outside. That's just his personality."

Wajeeha Malik. Excerpt from "Inky's Daring Escape Shows How Smart Octopuses Are." Nationalgeographic.com. National Geographic Society, n.d. April 14, 2016.

What is the meaning of the word impression as it is used in paragraph 3 of the excerpt from "Why Do Octopuses Remind Us So Much of Ourselves"?

A. mistake

B. appearance

C. result

D. enjoyment

TN755401

Item Label	TN755401	**Max Points**	1
Item Grade	05	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	5.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	5.FL.VA.7a	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Inky's Daring Escape
Passage Label 1	TN261743		
Passage Type 2	INF	**Passage Title 2**	Octopus
Passage Label 2	TN091745		

What does the word personality mean as it is used in paragraph 10 of the excerpt from "Inky's Daring Escape . . . "?

A. physical features

B. unusual pattern

C. special purpose

D. individual character

TN795396

Item Label	TN795396	**Max Points**	1
Item Grade	05	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	3	**Rubric**	
Standard 1 Code	5.RI.IKI.9	**Standard 1 Text**	
Standard 2 Code	5.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Inky's Daring Escape
Passage Label 1	TN261743		
Passage Type 2	INF	**Passage Title 2**	Octopus
Passage Label 2	TN091745		

Based on information in **both** passages, what characteristic **best** describes octopuses?

A. desire for large shells

B. love of humans

C. cleverness

D. cautiousness

TN835462

Item Label	TN835462	**Max Points**	16
Item Grade	05	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	5.W.TTP.2	**Standard 1 Text**	
Standard 2 Code	5.RI.IKI.9	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Inky's Daring Escape
Passage Label 1	TN261743		
Passage Type 2	INF	**Passage Title 2**	Octopus
Passage Label 2	TN091745		

Writing Prompt

You have just read two passages about octopuses. Write an informational essay about the kinds of intelligence octopuses have, using information from **both** passages.

Manage your time carefully so that you can

• plan your essay and do some prewriting in the space provided.

• write your essay on the lined pages of your answer document.

Be sure to

• use information from **both** passages.

• avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of the answer document. **Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.**

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Tennessee Comprehensive
Assessment Program TCAP
TNReady—English Language Arts
Grade 5
Passage and Writing
Prompt Release
Spring 2018

Tennessee Comprehensive Assessment Program

TCAP

TNReady—English Language Arts
Grade 6
Passage and Writing Prompt Release

TN Department of Education

Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

Table of Contents

Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	**Max Points**	1
Item Grade	EOC	**Item Content**	English III
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	**Max Points**: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	**Item Content** (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	**Key**: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

TN712055

Item Label	TN712055	**Max Points**	1
Item Grade	06	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	6.RL.CS.4	**Standard 1 Text**	
Standard 2 Code	6.L.VAU.4	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	A Tree Grows in Brooklyn
Passage Label 1	TN831009		
Passage Type 2	LIT	**Passage Title 2**	Prodigal Summer
Passage Label 2	TN441013		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Excerpt from *Prodigal Summer*

by Barbara Kingsolver

This excerpt is from the novel Prodigal Summer*. Deanna Wolfe is a wildlife biologist who patrols the local forest.*

1 All morning the animal trail had led her uphill, ascending the mountain, skirting a rhododendron slick, and now climbing into an old-growth forest whose steepness had spared it from ever being logged. But even here, where a good oak-hickory canopy sheltered the ridge top, last night's rain had pounded through hard enough to obscure the tracks. She knew the animal's size from the path it had left through the glossy undergrowth of mayapples, and that was enough to speed up her heart. It could be what she'd been looking for these two years and more. This lifetime. But to know for sure she needed details, especially the faint claw mark beyond the toe pad that distinguishes canid from feline. That would be the first thing to vanish in a hard

rain, so it wasn't going to appear to her now, however hard she looked. Now it would take more than tracks, and on this sweet, damp morning at the beginning of the world, that was fine with her. She could be a patient tracker. Eventually the animal would give itself away with a mound of scat (which might have dissolved in the rain, too) or something else, some sign particular to its species. A bear will leave claw marks on trees and even bite the bark sometimes, though this was no bear. It was the size of a German shepherd, but no house pet, either. The dog that had laid this trail, if dog it was, would have to be a wild and hungry one to be out in such a rain.

2 She found a spot where it had circled a chestnut stump, probably for scent marking. She studied the stump: an old giant, raggedly rotting its way backward into the ground since its death by ax or blight. Toadstools dotted the humus at its base, tiny ones, brilliant orange, with delicately ridged caps like open parasols. The downpour would have obliterated such fragile things; these must have popped up in the few hours since the rain stopped — after the animal was here, then. Inspired by its ammonia. She studied the ground for a long time, unconscious of the elegant length of her nose and chin in profile, unaware of her left hand moving near her face to disperse a cloud of gnats and push stray hair out of her eyes. She squatted, steadied herself by placing her fingertips in the moss at the foot of the stump, and pressed her face to the musky old wood. Inhaled.

Passage 2

Excerpt from *A Tree Grows in Brooklyn*

by Betty Smith

Francie is a young girl growing up in Brooklyn, New York, in the early 1900s. In this excerpt, she watches the activities taking place in her neighborhood.

1 Four rooms made up the new flat. They led one into the other and were called railroad rooms. The high narrow kitchen faced on the yard which was a flagstone walk surrounding a

square of cement like sour earth out of which nothing could possibly grow.

2 Yet, there was this tree growing in the yard. When Francie first saw it, it was only up to the second story. She could look down on it from her window. It looked like a packed crowd of people of assorted sizes, standing umbrella-protected in the rain.

3 There was a lean clothes pole in the back of the yard from which six washlines on pulleys connected with six kitchen windows. The neighborhood boys kept themselves in pocket money by climbing the poles to replace a washline when it slipped off a pulley. It was believed that the boys climbed the pole in the dead of night and sneaked the line off the pulley to guarantee the next day's dime.

4 On a sunny windy day, it was pretty to see the lines filled, the square white sheets taking the wind like the sails of a storybook boat and the red, green and yellow clothes straining at the wooden pins as though they had life.

5 The pole stood against a brick wall which was the windowless side of the neighborhood school. Francie found that no two bricks were alike when she looked real close. It was a soothing rhythm the way they were put together with crumbly thin lines of white mortar. They glowed when the sun shone on them. They smelled warm and porous when Francie pressed her cheek against them. They were the first to receive the rain and they gave off a wet clay odor that was like the smell of life itself. In the winter, when the first snow was too delicate to last on the sidewalks, it clung to the rough surface of the brick and was like fairy lace.

6 Four feet of the school yard faced on Francie's yard and was segregated from it by an iron mesh fence. The few times Francie got to play in the yard (it was preempted by the boy who lived on the ground floor who would let no one in it while he was there), she managed to be there at recess time. She watched the horde of children playing in the yard. Recess consisted of getting several hundred children herded into this small, stone-paved enclosure and then getting them out again. Once in the yard, there was no room for games. The children milled about angrily and raised their voices in one steady, monotonous shrieking which continued unabated for five minutes. It was cut off, as if with a sharp knife, when the end-of-recess bell clanged. For an instant after the bell there was dead silence and frozen motion. Then the milling changed to pushing. The children seemed as desperately anxious to get in as they had been to get

out. The high shrieking changed to subdued wailing as they fought their way back.

7 Francie was in her yard one mid-afternoon when a little girl came out alone into the school yard and importantly clapped two blackboard erasers together to free them from chalk dust. To Francie, watching, her face close to the iron mesh, this seemed the most fascinating occupation ever devised. Mama had told her that this was a task reserved for teachers' pets. To Francie, pets meant cats, dogs and birds. She vowed that when she was old enough to go to school, that she would meow, bark and chirp as best she could so that she would be a "pet" and get to clap the erasers together.

What effect does the phrase "like fairy lace" in paragraph 7 have on the meaning of the passage?

A. It shows that Francie is fascinated by her environment.

B. It shows that Francie lives in her imagination.

C. It shows that Francie wishes to play outside in the winter.

D. It shows that Francie has been reading make-believe stories.

TN112044

Item Label	TN112044	**Max Points**	1
Item Grade	06	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	3	**Rubric**	
Standard 1 Code	6.RL.KID.3	**Standard 1 Text**	
Standard 2 Code	6.RL.KID.1	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	A Tree Grows in Brooklyn
Passage Label 1	TN831009		
Passage Type 2	LIT	**Passage Title 2**	Prodigal Summer
Passage Label 2	TN441013		

In passage 2, how does Francie respond to seeing the girl clapping erasers together at the school?

A. Francie attempts to convince her mother to let her act like a pet.

B. Francie's ideas about teachers' pets are corrected by her mother.

C. Francie decides that she wants to become a teacher's pet herself.

D. Francie changes her opinions about how teachers' pets act.

TN412070

Item Label	TN412070	**Max Points**	1
Item Grade	06	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	6.RL.IKI.9	**Standard 1 Text**	
Standard 2 Code	6.RL.KID.1	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	A Tree Grows in Brooklyn
Passage Label 1	TN831009		
Passage Type 2	LIT	**Passage Title 2**	Prodigal Summer
Passage Label 2	TN441013		

Which theme do the two passages share?

A. Beauty can be found in unlikely places.

B. Careful observation can lead to hopeful anticipation.

C. Trying to help others can provide a sense of purpose.

D. Doing the same activities repeatedly can lead to boredom.

TN712087

Item Label	TN712087	**Max Points**	16
Item Grade	06	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	6.W.TTP.2	**Standard 1 Text**	
Standard 2 Code	6.RL.IKI.9	**Standard 2 Text**	
Passage Type 1	LIT	**Passage Title 1**	A Tree Grows in Brooklyn
Passage Label 1	TN831009		
Passage Type 2	LIT	**Passage Title 2**	Prodigal Summer
Passage Label 2	TN441013		

Writing Prompt

You have just read two excerpts from novels set in very different environments. Writers often use vivid language to help readers imagine the settings of their stories. Write an informational essay that explains how each author describes the setting of the stories you have just read.

Manage your time carefully so that you can

- plan your essay and do some prewriting in the space provided.
- write your essay on the lined pages of your answer document.

Be sure to

- use evidence from both passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of the answer document. **Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.**

TN613244

Item Label	TN613244	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	3
DOK	2	**Rubric**	
Standard 1 Code	6.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	6.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	from "Capturing Nature's Playlist"
Passage Label 1	TN112851		
Passage Type 2	INF	**Passage Title 2**	from "A Library of Tweets (and Howls and Grunts)"
Passage Label 2	TN013103		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Excerpt from "Capturing Nature's Playlist"

by Virginia Edwards

1 Bernie Krause used to be onstage and in front of the microphone. But these days, when he tours the world, it's to hold a microphone up to nature. By studying the science of soundscapes, he hopes to learn about how humans are affecting the environment—and how we can keep it humming along like it's supposed to.

2 A guitarist, Krause performed in the early 1960s with the Weavers, a group cofounded by legendary folk musician Pete Seeger. When the first sound synthesizers appeared in the middle of that decade, Krause started making electronic music and formed a duo with his friend Paul Beaver. As Beaver & Krause, they released several albums. They also provided music and sound effects for dozens of Hollywood movies.

3 One of Beaver & Krause's albums used recordings from nature as part of the music. Krause made these recordings himself. As he sat alone in the woods, capturing the sounds of air moving and birds passing by, he had a kind of revelation. "I realized, even then, that wild sound might contain huge stores of valuable information just waiting to be unraveled," he writes in his book *The Great Animal Orchestra*.

4 After Paul Beaver passed away suddenly in 1975, Krause decided it was time for a new career. He enrolled in graduate school at age 40 and earned a Ph.D., studying creative arts and bioacoustics (the sounds of living things).

5 Then he began his new life's work, traveling the world with his recording equipment.

6 Krause was fascinated by the idea of a "soundscape." Instead of focusing on one sound at a time and filtering out the rest, as he'd done when creating sound effects for movies, he wanted to capture the overall sound of one particular place and time. Nature's soundscapes "are the voices of whole ecological systems," he writes. "Every site on Earth has its own acoustic signature."

7 Animals are one obvious part of that sound signature. Every place has a unique orchestra made up of creatures that sing, chirp, squeak, howl, snort, and burble. There are splashes, scratches, hoof steps, and wing flaps. Depending on the season and time of day, different orchestra members will be onstage.

8 But that's not all that makes up an area's acoustic signature. There's also the terrain: hills keep sound contained, while flat regions let sound spread out. Rocks, spongy moss, or dense leaves reflect or soak up sound in different ways. Wet or dry weather also affects how sounds travel. The dew that settles on the ground and leaves at night, Krause notes, helps coyote and wolf howls to reverberate—just like the voices of humans singing in the shower.

9 Krause calls the sounds made by living things biophony, and those made by nonliving parts of nature (such as wind, water, or thunder) geophony. Then there's anthrophony: the sounds humans make. If our roads, airplanes, or jackhammers drown out the natural soundscape of an ecosystem, how are other living things affected? That's one of the questions Krause hopes his recordings will help answer.

10 Some of the soundscapes he's captured have already shown the effects humans can have on the environment. In a meadow

in the Sierra Nevada mountains, Krause made recordings both before and after a 1988 logging operation. The lumber company promised that by only cutting down a few trees here and there, it would preserve the environment. But the microphone told a different story: when the logging was over, the richness and diversity of the soundscape was gone. With much of their habitat taken away, many birds (and their voices) had left the meadow. . . .

11 Today, at age 74, Krause is still at work. His archive holds over 4,500 hours of sound recordings made around the world. . . . These samples have been used by museums and filmmakers, and make up natural-sound albums that Krause sells.

12 Soundscape ecology, or using sound to study the environment, is still a new field of science. But many of its subjects have already vanished. Due to human activity, Krause estimates that more than half of the habitats he's recorded over the years are now gone. If humans can learn to be better listeners, we may be able to protect what's left.

Passage 2

Excerpt from "A Library of Tweets (and Howls and Grunts)"

by Cecile LeBlanc

1 Sounds can transport us. The trumpet of an African forest elephant can take us to a noisy night in a reserve in the Central African Republic. The spiraling, alien trills of an Alaskan bearded seal can whisk us to the frigid Arctic Ocean. And the bell-like warble of the shiny black Kauai Oo can carry us back to Hawaii, to a time that no longer exists. The bird is now gone. Extinct. But thanks to a 1975 audiorecording, its melodies live on.

2 These sounds and more form part of the Macaulay Library at Cornell University in Ithaca, N.Y. It's the world's largest — and oldest — repository of animal sounds. The Macaulay archives include nearly 200,000 animal vocalizations, including some with video clips.

3 For a long time, accessing the library's 84 years of audio recordings took time and patience. But in 2013 the library completed a 12-year effort to convert its collections into a digital format. Now anyone with Internet access can listen to clips from the library. All it takes are a few clicks of a mouse.

4 The collection started with just bird songs. That explains why it's housed at Cornell's Ornithology Lab (ornithology is the study of birds). But the library now also includes the vocal stylings of sea- and land-based mammals, reptiles, amphibians and even insects, says Macaulay's director, Michael Webster.

A Library with No Books

5 Volunteers and researchers tromp through marshes, up mountains and across meadows—wherever animals are—to record their calls. Each year, the library adds another 4,000 to 5,000 recordings from around the world.

6 Saving all of those chirps, roars, hisses, hums and barks is serious science. Animals use sounds to attract mates, to warn community members about predators and essentially to chat, Webster explains. So each recording can reveal a wealth of information about the behavior and social interactions of a species.

7 Scientists can use the recordings to test theories about the evolution of animal behaviors and the ways animals talk to each other. Sometimes scientists even play back recorded sounds in the field to lure animals and to test their responses. For example, an animal may respond to a recording by approaching out of curiosity—or by sounding a warning.

8 In this way, biologists study animal sounds to "unlock sort of the secret code they use to communicate," Webster says. For that reason, the Macaulay Library's digital archive contains treasures for anyone interested in how animals communicate.

9 The library's recordings have even played a role in more than 600 scientific studies, Webster says. These studies include a surprising discovery by scientists in Costa Rica. There, the experts found it isn't just male leaf-litter frogs that trill and squeak to attract mates—the females squeak right back. It's something the females in just 12 other frog species are known to do.

10 And in California, British scientists learned the endangered San Joaquin kit fox doesn't bark to mark its territory. Instead, the fox does so to attract mates.

Cecile LeBlanc. "A Library of Tweets (and Howls and grunts)."
ScienceNewsforStudents.org. Society for Science & the Public, n.d. June 14, 2014.

Which statement describes a central idea of passage 1?

A. After a career in music, Krause went back to school and began studying the sounds of living things.

B. Krause wrote a book in which he lists the sounds found in nature.

C. Through his analysis of soundscapes, Krause shows the impact of human activity on the environment.

D. Recordings made by Krause can be heard on his natural-sound albums as well as in museums and films.

TN413184

Item Label	TN413184	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	6.RL.CS.4	**Standard 1 Text**	
Standard 2 Code	6.L.VAU.4	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	from "Capturing Nature's Playlist"
Passage Label 1	TN112851		
Passage Type 2	INF	**Passage Title 2**	from "A Library of Tweets (and Howls and Grunts)"
Passage Label 2	TN013103		

What does the word convert mean as it is used in paragraph 15?

A. install

B. classify

C. reduce

D. change

TN513296

Item Label	TN513296	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	3	**Rubric**	
Standard 1 Code	6.RI.KID.3	**Standard 1 Text**	
Standard 2 Code	6.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	from "Capturing Nature's Playlist"
Passage Label 1	TN112851		
Passage Type 2	INF	**Passage Title 2**	from "A Library of Tweets (and Howls and Grunts)"
Passage Label 2	TN013103		

How does the author of passage 2 develop the idea that new technology has improved the library?

A. The author compares the library’s early audio recordings to its modern digital recordings.

B. The author explains how the internet has made the library’s recordings more available.

C. The author describes how the library’s recordings have been used for scientific studies.

D. The author states that several thousand people use the library each year.

TN613202

Item Label	TN613202	**Max Points**	16
Item Grade	08	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	6.W.TTP.2	**Standard 1 Text**	
Standard 2 Code	6.RI.KID.3	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	from "Capturing Nature's Playlist"
Passage Label 1	TN112851		
Passage Type 2	INF	**Passage Title 2**	from "A Library of Tweets (and Howls and Grunts)"
Passage Label 2	TN013103		

Writing Prompt

You have just read two passages about the study of sounds. Write an informational essay to explain how recording the sounds of nature has contributed to scientific research and knowledge.

Manage your time carefully so that you can

• plan your essay and do some prewriting in the space provided.

• write your essay on the lined pages of your answer document.

Be sure to

• use information from **both** passages.

• avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of the answer document.
Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.

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Tennessee Comprehensive
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TNReady—English Language Arts
Grade 6
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Prompt Release
Spring 2018

Tennessee Comprehensive Assessment Program

TCAP

TNReady—English Language Arts
Grade 7
Passage and Writing Prompt Release

TN Department of Education

Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

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Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	**Max Points**	1
Item Grade	EOC	**Item Content**	English III
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	**Max Points**: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	**Item Content** (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	**Key**: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

TN711762

Item Label	TN711762	**Max Points**	1
Item Grade	07	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	7.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	7.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	16-Year-old Girl Is Youngest Ever to Sail Around the World Solo
Passage Label 1	TN342813		
Passage Type 2	INF	**Passage Title 2**	from Laura Dekker's Blog
Passage Label 2	TN511711		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Adventure

Jan. 25, 2012

16-Year-old Girl Is Youngest Ever to Sail Around the World Solo

1 This week, Dutch sailor Laura Dekker sailed into port on the Caribbean island of Sint Maarten in the Lesser Antilles and became the youngest person ever to solo circumnavigate the globe. She had been at sea on and off for a little more than a year.

2 Dekker first began sailing alone at the age of six and had decided by eight that she one day wanted to sail around the world. She didn’t wait long to make it a reality; if she had had it

her way, she would have finished the journey long ago. Dekker had wanted to set the record when she was just 14, but was blocked by the Dutch courts, which put her in the care of welfare officers to prevent her from setting sail. In response, she ran away to Sint Maarten, where she would begin her challenge, and arrive victorious a year after that.

3 After a ten month battle with the courts, she did win the right to attempt the voyage, and began in August 2010 with her father on board the 38' ketch *Guppy*. She left Sint Maarten alone in January 2011. She sailed through the Panama Canal, across the Pacific Ocean to Australia, from there to South Africa and then back to the Caribbean. Unlike Jessica Watson, the Australian sailor who circumnavigated the world without stopping at the age of 16 in 2010, Dekker did make a series of port calls. However, Dekker is younger and beat Watson's time by eight months.

4 Officially, however, no records were set by either Dekker or Watson. The Guinness World Book of Records does not acknowledge youngest person sailing accomplishments, for fear of encouraging dangerous expeditions. The World Sailing Speed Council will not recognize the feat, either. Nonetheless, Dekker's journey is an impressive one. And now that she's accomplished her life goal — before graduating from high school — she'll have to come up with something even more daring.

"16-Year-old Girl Is Youngest Ever to Sail Around the World Solo," from Seeker.com, January 25, 2012. <http://www.seeker.com/16-year-old-girl-is-youngest-ever-to-sail-around-the-world-solo-1765617202.html>

Passage 2

Excerpt from *Laura Dekker's Blog*

While preparing to sail around the world on her sailboat named Guppy*, Laura Dekker traveled to many places and kept the public informed by writing on her blog. Lanzarote is in the Canary Islands, where Dekker spent several weeks before sailing solo across the Atlantic to Sint Maarten to start her epic voyage.*

Sep. 8, 2012

Tour of the Island

1 For the past few days I visited the island of Lanzarote by car and bus.

2 I saw volcanoes, caves, lagoons and lakes, and I enjoyed the great views from the tops of volcanoes and mountains. In short, I have done my Geography class for this week.

3 The Lanzarote government representatives gave me free tickets to all the beautiful places of interest around the island. There are very beautiful places. The landscape is different from place to place and some are just like moon landscapes. In places, the people have tried without much success to have something grow in the ash soil, but the land is too dry and barren and so hot. The only vegetation on the island that can

grow are cacti and palm trees that are usually found in the area of the lagoons and interior lakes where I was.

4 There are many underground passages and grottoes dug by the water in the lava and many flooded caves. Because it is humid enough there, the ground is moist so palm trees and many other types of vegetation grow, making it a sort of huge underground jungle.

5 I have also been to a cave that was just hardened lava all around. Further inside that cave there was also a lake. But even with the water no greenery could grow there. It was so quiet that the surface of the water was as smooth as glass, and because of the reflection of the grotto's walls, it looked like a very deep hole. But it really was water.

6 I have also traveled by bus on the narrow canyon roads, although I would personally have preferred walking on those. Both sides of these roads plunge straight down at the edges and have hairpin bends not exactly designed to be traveled by a touring bus.

7 Nevertheless, it was definitely worth doing because it was awfully nice. We drove by volcanoes, craters and lava fields for as far as the eye can see on the horizon. It is only possible to come here by bus because in a car you might get lost and people often drive where they shouldn't. Because the lava rock is extremely brittle, parts of the way may break loose and it would be too dangerous.

8 In the middle of the lava fields there is a restaurant where they are barbequing by using the heat of the earth. All it is is a very deep hole, on top of which you don't want to hang because that is where the heat comes from. It is perfect for grilling. If you walk around it, better not wear rubber sandals like me because if you stay for too long in the same place, the soles will melt and stick to the ground. I know.

9 More knowledgeable from my practical lessons in geography, I returned to *Guppy*, who was quietly waiting at berth for her mistress.

10 Now I am again on board of *Guppy* and eager to explore and discover the secrets of the other islands.

What is the central idea of passage 1?

A. Laura Dekker first began sailing alone at the age of six and planned to set off on a voyage around the world when she was 14.

B. Although 16-year-old Laura Dekker completed her trip around the world, the Guinness Book of World Records did not recognize her accomplishment.

C. Laura Dekker wanted to sail around the world when she was just 14, but she was blocked by the Dutch courts and put in the care of welfare officers.

D. Despite opposition from the Dutch government, 16-year-old Laura Dekker sailed around the world by herself in 2011–2012.

TN711751

Item Label	TN711751	**Max Points**	1
Item Grade	07	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	7.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	7.L.AU.4	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	16-Year-old Girl Is Youngest Ever to Sail Around the World Solo
Passage Label 1	TN342813		
Passage Type 2	INF	**Passage Title 2**	from Laura Dekker's Blog
Passage Label 2	TN511711		

In paragraph 2, what does the word victorious indicate about Laura Dekker?

A. She won her court case.

B. She completed her trip.

C. She finished first in a race.

D. She sailed into a seaport.

TN211780

Item Label	TN211780	**Max Points**	1
Item Grade	07	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	7.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	7.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	16-Year-old Girl Is Youngest Ever to Sail Around the World Solo
Passage Label 1	TN342813		
Passage Type 2	INF	**Passage Title 2**	from Laura Dekker's Blog
Passage Label 2	TN511711		

Which statement is the **best** summary of passage 2?

A. While visiting Lanzarote, Dekker explored the island's natural features, including many shaped by water or lava. She found the island beautiful and interesting, though the driving conditions were scary.

B. Dekker explored the island of Lanzarote by car and bus, courtesy of the local government. She observed cacti and palm trees growing in the ash soil and other kinds of vegetation growing in underground wet areas.

C. When the Lanzarote government invited Dekker to tour their island, she happily accepted. During her time there, she saw a restaurant fueled by volcanic heat, where the food was barbequed using only heat coming from inside the earth.

D. Dekker visited Lanzarote for a geography lesson as part of her effort to keep up with schoolwork during her trip. She traveled by bus and car, making observations about the island's natural features and commenting on its roads.

TN011797

Item Label	TN011797	**Max Points**	16
Item Grade	07	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	7.W.TTP.3	**Standard 1 Text**	
Standard 2 Code	7.RI.KID.3	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	16-Year-old Girl Is Youngest Ever to Sail Around the World Solo
Passage Label 1	TN342813		
Passage Type 2	INF	**Passage Title 2**	from Laura Dekker's Blog
Passage Label 2	TN511711		

Writing Prompt

You have just read two passages about 16-year-old Laura Dekker. Write a fictional story that tells about her voyage to Lanzarote and the adventures she had there. You may add additional characters or events to make the story more interesting. Your story should be fictional but based on factual details from **both** passages.

Manage your time carefully so that you can

- plan your narrative and do some prewriting in the space provided.
- write your narrative on the lined pages of your answer document.

Be sure to

- use details from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph narrative.

Write your narrative in the lined pages of your answer document. **Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.**

TN011873

Item Label	TN011873	**Max Points**	1
Item Grade	07	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	7.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	7.L.AU.4	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Outward Bound stresses teamwork, self-confidence for teens
Passage Label 1	TN711846		
Passage Type 2	INF	**Passage Title 2**	Outward Bound: Missing adventure group found safe
Passage Label 2	TN111866		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Outward Bound Stresses Teamwork, Self-confidence for Teens

by Marc Weinstein

Oct. 23, 2014

1 Fifteen-year-old Ana Cano of Mendham and several other teen-agers had no choice but to swim in a rushing river, sometimes floating on their backs to minimize exhaustion. All but one of their six canoes went missing after a thunderstorm struck during their trip in the Delaware Water Gap National Recreation Area in early July.

2 The West Morris Mendham High School student and her companions took to the river in hopes of finding the canoes. The

canoes came loose from the force of the storm and floated downstream. They also hoped to find the leader of their group, who could not be found after the storm.

3 Fortunately, the teen-agers later found both the canoes and their leader. One of the youths suffered an injury during the ordeal.

4 "It was a bit intense," recalled Cano of the incident that tested her survival skills.

5 That was but one experience that Cano and 19 other New Jersey high school students shared with each other and their families. They spoke at a graduation ceremony of the Outward Bound Youth Leadership Corps of Northern New Jersey (NJYLC) on Saturday, July 19 at the Essex Hunt Club.

6 On that day, instructors of the Outward Bound program handed certificates to the purple T-shirt-clad teen-agers acknowledging their completion of a challenging two-week program. The teens had been canoeing on the Delaware River or hiking, rock-climbing, and camping across a section of the Appalachian Trail.

7 The teens are now members of an elite group of 300 high-school students who have participated in the program since its inception in 2003. The program selects students who submit the best applications explaining who they are and why they are interested in participating in Outward Bound, along with three letters of recommendation.

8 "The kids who go through this process are rare and amazing," said Michael Stanley, the program's founder and formerly of Far Hills.

9 Stanley said this year's program included students from both suburban and inner-city communities across the state. They choose a mix in order to have teens from various backgrounds work together to meet the challenges that nature will throw at them.

10 Stanley is an ex-finance professional who departed the canyons of Wall Street for the great outdoors 25 years ago. He said the program is designed to create difficult situations which the group is forced to overcome.

11 "We tell them to get out of their comfort circle, " he said. "But once you overcome these challenges, you can overcome any challenges."

12 The members of this year's group couldn't agree more with Stanley.

13 Tatum Pappas is a 16-year-old Roseland resident who attends West Essex Regional High School in North Caldwell. She said the program was indeed a test of her resolve but one she never backed away from.

14 Her 16-year-old [twin] sister, Courtney, also is a West Essex Regional student. She said her participation in the program marked the first time she was away from home. And she feels a little more independent because of it.

15 "It's a life-changing experience that you have to go through," she said. "You are away from your comfort zone."

"Challenges a Part of Life"

16 For Lorenzo Beer of Warren Township, a 16-year-old Oratory Preparatory School student in Summit, the Outward Bound program taught him that there will always be challenges and one needs to think positively when confronting them.

17 "Challenges are always going to be part of life. But you need to be happy while you are going through the challenges, so it won't be such a struggle," said Beer. He was also part of the group that swam in the river when its canoes disappeared after the storm.

18 Another one of the challenges in the program was that each member of the group had to set up camp alone in the woods for 48 hours. They were provided with only a tent, rain gear, water, enough food for a meal or two, and a journal to jot down their thoughts.

19 Stephanie Roser of Florham Park is a 16-year-old Newark Academy student in Livingston. She said she wasn't scared of being alone in the woods for two days and nights. In fact, she was worried about "being bored for 48 hours."

20 Roser said "going solo" in the wilderness allowed her to reflect a lot about her life. She added that the entire experience made her a stronger person.

Mark Weinstein. "Outward Bound Stresses Teamwork, Self-confidence for Teens." *The Bernardsville News,* Oct. 23, 2014.

Passage 2

Outward Bound: Missing Adventure Group Found Safe

by Tracie Cone

1 Nine teenagers and two adults who were reported missing in a rugged area of the Sierra Nevada mountain range hiked to safety Wednesday, hours after rescue teams launched a search.

2 The teens, ages 13 to 16, and their two 30-year-old guides turned up at a remote camp store several miles outside the search area, said Brad Mushovic. He is executive director of wilderness programs at Outward Bound, the nonprofit group that organized the expedition.

3 The hikers had last been seen on Sunday.

4 "We're happy to see such a positive outcome," Mushovic said. He reported no injuries.

5 The hikers were nearing the end of a two-week backpacking and rock-climbing trip in the Sierra National Forest about 10 miles west of Kings Canyon National Park. They had supplies to last them through Friday, according to the Fresno County sheriff's office.

6 They were reported missing to authorities on Tuesday, two days after the group missed a rendezvous with a third guide. That guide had separated from the group Sunday to scout a possible climb. When he returned to the prearranged meeting point, the group wasn't there, Mushovic said.

7 The guide, who was in possession of the group's only satellite phone, called Outward Bound officials for help, Mushovic said.

8 Fresno officials and parents of the children were called Tuesday when the group still hadn't been found, he said.

9 One of the adult instructors called Outward Bound after the group emerged at the Florence Lake Store near the midpoint of the John Muir portion of the Pacific Crest Trail, about three hours east of Fresno.

10 The teens were part of Outward Bound's Sierra Rock Climbing Expedition, a $1,795 back country trek to the Courtright Reservoir on the Sierra western slope and into steep terrain.

11 The teens were from all over the country, including Hawaii, Connecticut, Montana, Massachusetts and California, sheriff's officials said.

Tracie Cone. "Outward Bound: Missing Adventure Group Safe." Associated Press, as reported on FoxNews.com. Jun 25, 2008. <http://www.foxnews.com/wires/2008Jun25/0%2C4670%2CMissingHikers%2C00.html>

What is the meaning of the word ordeal in paragraph 3?

A. outdoor adventure

B. difficult experience

C. boating accident

D. sudden thunderstorm

TN111881

Item Label	TN111881	**Max Points**	1
Item Grade	07	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	7.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	7.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Outward Bound stresses teamwork, self-confidence for teens
Passage Label 1	TN711846		
Passage Type 2	INF	**Passage Title 2**	Outward Bound: Missing adventure group found safe
Passage Label 2	TN111866		

Which sentence **best** states the central idea of passage 1?

A. A group of teenagers on a canoe trip in 2014 lost their canoes and their group leader when a thunderstorm struck, but no one was seriously hurt.

B. In 2003, Michael Stanley founded an Outward Bound program in New Jersey that encourages teenagers to get outside their comfort zone and overcome challenges.

C. After facing serious problems on a canoe trip in 2014, members of an Outward Bound program agreed that they learned a lot from the experience.

D. Twenty teens in New Jersey completed a two-week Outward Bound program that involved canoeing, hiking, and camping in challenging situations.

TN111889

Item Label	TN111889	**Max Points**	1
Item Grade	07	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	7.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	7.L.AU.4	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Outward Bound stresses teamwork, self-confidence for teens
Passage Label 1	TN711846		
Passage Type 2	INF	**Passage Title 2**	Outward Bound: Missing adventure group found safe
Passage Label 2	TN111866		

In paragraph 26, which words in the passage help the reader to understand the meaning of the word rendezvous?

A. "reported missing"

B. "separated from the group"

C. "possible climb"

D. "prearranged meeting"

TN711919

Item Label	TN711919	**Max Points**	16
Item Grade	07	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	7.W.TTP.3	**Standard 1 Text**	
Standard 2 Code	7.RI.KID.3	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	Outward Bound stresses teamwork, self-confidence for teens
Passage Label 1	TN711846		
Passage Type 2	INF	**Passage Title 2**	Outward Bound: Missing adventure group found safe
Passage Label 2	TN111866		

Writing Prompt

You have just read two passages about teenagers involved in Outward Bound programs. Imagine that you were a member of the group canoeing on the Delaware River or hiking in the Sierra Nevada mountain range—and you got lost. Write a first-person narrative telling about your experience. You may create additional characters to make the story more interesting. Use factual details from **both** passages to support your narrative.

Manage your time carefully so that you can

- plan your narrative and do some prewriting in the space provided.
- write your narrative on the lined pages of your answer document.

Be sure to

- use details from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph narrative.

Write your narrative on the lined pages of the answer document.
Anything you write that is <u>not</u> on the lined pagesa will <u>NOT</u> be scored.

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Tennessee Comprehensive
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Grade 7
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Spring 2018

Tennessee Comprehensive Assessment Program

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Grade 8
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TN Department of Education

Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

Table of Contents

Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	**Max Points**	1
Item Grade	EOC	**Item Content**	English III
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	**Max Points**: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	**Item Content** (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	**Key**: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

TN811980

Item Label	TN811980	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	2	**Rubric**	
Standard 1 Code	8.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	8.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	CHATTANOOGA BIKE-SHARE: LESSONS FOR SMALLER CITIES
Passage Label 1	TN111952		
Passage Type 2	INF	**Passage Title 2**	Bike-share Programs: Do Health Benefits Outweigh Safety Risks?
Passage Label 2	TN611964		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Chattanooga Bike Shares: Lessons for Smaller Cities

Posted on Apr. 10, 2014

1 Chattanooga, Tennessee, was, in a lot of ways, not an ideal city for bike-sharing. It's a somewhat sprawling city, without a strong culture of cycling and walking. In addition, only a small percentage of area residents use transit to get around, so not many are leaving the car in the garage.

2 But local leaders didn't use these challenges as excuses not to act to improve public health. This city of 170,000 launched

the Chattanooga Bicycle Transit System last July, with 30 stations and 300 bikes dispersed around a 2.5-square-mile area of downtown. In doing so, little Chattanooga beat larger cities like New York and Chicago to the punch.

3 "Our purpose with bike-sharing was to put a large amount of cyclists on the street in a short time, to change the dynamic, to improve our air quality, our health and active transportation overall," said Chattanooga Bike Coordinator Philip Pugliese, at the New Partners for Smart Growth Conference in Kansas City last week.

4 Chattanooga had studied bike-sharing since as early as 2007. During that time, bike-share supporters surveyed local residents about their interest in cycling, if they had access to a bike. About 75 percent reported some level of interest.

5 "We felt fairly confident that people would try this," Pugliese said.

6 The city was able to secure $100,000 in funding from the local Lyndhurst Foundation to launch the effort in 2009. Partnering with the local transit system, CARTA, the city of Chattanooga won federal air-quality funds the following year to jump-start the system. In light of the obstacles, Pugliese said the budding program has been a success. It can be difficult to launch bike-share in a small city with a transportation system that is heavily reliant on car travel, Pugliese said. But Chattanooga's experience can offer inspiration to other small cities.

7 In its first six months of operation, the system has provided 12,600 rides. Together, riders burned more than one million calories. All those bike trips have resulted in up to a 8,100-pound reduction in emissions. The system will add three more stations in residential neighborhoods in the spring.

"Chattanooga Bike Shares: Lessons for Smaller Cities." Originally published in *Streets Blog USA* on February 11, 2013.
<http://www.bikechattanooga.com/blog/2014/04/10/chattanooga-bike-share-lessons-for-smaller-cities>

Passage 2

Bike-share Programs: Do Health Benefits Outweigh Safety Risks?

1 Add New York to the growing list of cities with bike-share programs. These programs let people borrow bicycles from central locations, usually at very low cost per ride. The Big Apple's bike sharing program began in 2012. New Yorkers were invited to weigh in on where the bike stations should be located. According to *The New York Times*, NYC Mayor Michael Bloomberg submitted a request for a station near City Hall.

2 However, bike-share programs do introduce new risks, including biking accidents and exposure to air pollution. A recent *British Medical Journal* study offered a health impact assessment of the bike-share program in Barcelona, Spain, used by close to 200,000 members. The goal of the study was to weigh the benefits of increased physical activity and reduced reliance on cars against potential risks. The study found that the increased use of biking over car travel avoided twelve deaths a year and reduced carbon dioxide emissions. Study authors concluded that the benefits of the bike-share program outweighed the safety risks.

3 Another study, by researchers from Hunter College of the City University of New York, looked at bike injuries in New York. It found that even though the bicycling trend is taking off in New York City, the number of injuries has actually been on the decline. In October 2012, New York City began collecting data on bicycle accidents for the first time.

4 Biking advocates often suggest new or rusty riders consider a biking class or lesson on bike safety, before joining a bike-share program. "You may not forget how to ride a bike, but you could forget how to operate one," says Andy Clarke, president of the League of American Bicyclists.

5 Reducing accidents can put the focus on the health benefits of bicycle riding. That is a major reason for why the bike-sharing programs have cropped up. According to the County Health Rankings, developed by the University of Wisconsin and the Robert Wood Johnson Foundation, NYC already has a lower obesity rate than the rest of New York and the nation. Adding a bike-share program could help residents become even more physically fit.

"Bike-share Programs: Do Health Benefits Outweigh Safety Risks?" from RWJF.org, *Ne*
Public Health, Robert Wood Johnson Foundation, Sept 30, 2011.
<http://www.rwjf.org/en/culture-of- health/2011/09/bike-share-programs-do-health-benefits-outweigh-safety-risks.html>

Which sentence **best** states the central idea of passage 1?

A. The city of Chattanooga, Tennessee, has established a successful bike-sharing program.

B. People in Chattanooga started thinking about a bike-sharing program in 2007, but it never took off.

C. The city of Chattanooga, Tennessee, is a sprawling city without a strong culture of biking or walking.

D. In the first six months of operation, the bike-sharing program provided 12,600 rides.

TN011987

Item Label	TN011987	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	8.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	8.L.VAU.4	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	CHATTANOOGA BIKE-SHARE: LESSONS FOR SMALLER CITIES
Passage Label 1	TN111952		
Passage Type 2	INF	**Passage Title 2**	Bike-share Programs: Do Health Benefits Outweigh Safety Risks?
Passage Label 2	TN611964		

What is the meaning of the word advocates as it is used in paragraph 11?

A. trainers

B. supporters

C. researchers

D. counselors

TN011992

Item Label	TN011992	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	8.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	8.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	CHATTANOOGA BIKE-SHARE: LESSONS FOR SMALLER CITIES
Passage Label 1	TN111952		
Passage Type 2	INF	**Passage Title 2**	Bike-share Programs: Do Health Benefits Outweigh Safety Risks?
Passage Label 2	TN611964		

Which statement is the **best** summary of passage 2?

A. New York City has had a bike-sharing program since 2012. The program was modeled on a highly successful program in Barcelona, Spain, which has almost 200,000 members.

B. Recent studies of bike-sharing programs have found that the programs reduce the number of traffic deaths per year. These programs also lead to a reduction in carbon dioxide emissions.

C. Since 2012, the number of bike-related injuries in New York City has declined. Some authorities believe that offering bicycle safety courses to new riders has made the streets safer.

D. Bike-sharing programs present some risks, such as biking accidents and exposure to air pollution. But studies show that the benefits of bike-sharing outweigh the risks involved.

TN612003

Item Label	TN612003	**Max Points**	16
Item Grade	08	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	8.W.TTP.2	**Standard 1 Text**	
Standard 2 Code	8.RI.KID.2	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	CHATTANOOGA BIKE-SHARE: LESSONS FOR SMALLER CITIES
Passage Label 1	TN111952		
Passage Type 2	INF	**Passage Title 2**	Bike-share Programs: Do Health Benefits Outweigh Safety Risks?
Passage Label 2	TN611964		

Writing Prompt

You've just read two passages about bike-sharing programs. Write an informational essay describing the impact a bike-sharing program can have on a community.

Manage your time carefully so that you can

- plan your essay and do some prewriting in the space provided.
- write your essay on the lined pages of your answer document.

Be sure to

- use evidence from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of the answer document.
Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.

TN514293

Item Label	TN514293	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	4
DOK	2	**Rubric**	
Standard 1 Code	8.RI.CS.4	**Standard 1 Text**	
Standard 2 Code	8.L.VAU.4	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	On The Trail: Trailblazers of our National Parks
Passage Label 1	TN214197		
Passage Type 2	INF	**Passage Title 2**	Youth Conservation Corps
Passage Label 2	TN614214		

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

On The Trail: Trailblazers of Our National Parks

1 The Civilian Conservation Corps was created in 1933 by President Franklin Roosevelt. It was the height of the Great Depression, and millions of Americans across the country were out of work — and America's parks and public lands NEEDED some work.

2 “In creating this Civilian Conservation Corps, we are killing two birds with one stone,” FDR said.

3 Within just three weeks of taking office, Roosevelt had pushed the Emergency Conservation Work Act through Congress — part of his New Deal. Five days after it was signed into law, 25,000 young men signed up to work for the CCC.

4 The program would eventually employ 3 million Americans — clearing trails, building bridges, and planting trees all across the country.

5 "Not only did their job support them, it also supported their families back home," said Ranger Sally Hurlbert at Shenandoah National Park, the first national park to get a CCC camp. "Every boy was paid $30 a month, and he was allowed to keep $5 of that for himself, and the other $25 was sent back home for his family."

6 There are two buildings still in Shenandoah that were built by the CCC as part of their camps. While the camps were meant to be temporary, the CCC had a lasting impact at Shenandoah. They built the park headquarters and its warehouse.

7 The rocks lining the famous Skyline Drive were all laid by the CCC.

8 "They were completely crucial to the development of the park," Ranger Hurlbert said. "Without them, we probably wouldn't have the kind of park that we have today."

9 President Roosevelt himself paid a visit to Shenandoah in August of 1933 to publicize how well the program was doing.

10 "I wish that I could take a couple of months off from the White House and come down here and live with them," he said. "Because I know I'd get full of health the way they have. The only difference is, that they've put ON an average of about 12 pounds apiece since they got here, and I'm trying to take off 12 pounds!"

11 A job with the CCC meant three square meals a day, new clothes, and new skills.

12 "They got a lot more out of it than just the daily work," Hurlbert said. "Because in the evenings, they offered instruction and education and skills that they could use beyond the CCC, when they got out in the future. For some of the young men that had only gone through the eighth grade, they actually gave them reading, writing and arithmetic type of classes."

13 The CCC was Roosevelt's most popular New Deal program. Over the course of nine years, the boys of the CCC planted close to 3 billion trees, and built more than 13,000 miles of trails.

14 But in 1942, as the country put its resources into WWII, Congress voted to defund the program. Many of Roosevelt's

"Tree Army" shipped off to join the actual Army.

15 Their work made the parks accessible to the masses. In the years since, all of that tourism has taken its toll.

16 "We have a lot of work to be done here," said Randy King, the superintendent of Mount Rainier National Park. "There's no shortage of work. We do have a significant maintenance backlog. Across the National Park Service, it's about $11 to $12 billion."

17 Rainier alone has a close to $300 million maintenance backlog. The park's carpentry shop was built by the CCC in 1935. Today, there's no shortage of work — just a shortage of workers.

18 "I would have loved the stimulus package with the Great Recession to have included bringing back the CCC," said Secretary of the Interior Sally Jewell. "Put five million young people to work back in 2009 when we really needed it."

19 She knows a NEW New Deal isn't likely, so Secretary Jewell has gone looking for money from brands, like Camelback and American Eagle, that want to boost their environmental cred.

20 "You know, I didn't expect to be in the fundraising business when I took this job," Jewell laughed. "But the reality is, I have gone out and asked businesses to help us out. We're asking private donors, companies and organizations and individuals to fund Youth Conservation Corps crews around the country."

21 It's an initiative called the 21st Century Conservation Service Corps — a public-private partnership to help fund youth crews working in parks and public land, sometimes even refurbishing old CCC buildings.

22 The goal is to get 100,000 young people and veterans working by 2018.

23 "What I'm hearing and seeing is how these young people that have worked in this park and other parks have this deep connection to place that will never leave them," Jewell said.

24 It was working at Rainier that gave high school senior Jovien Robison a connection to the people who had worked at this park before him.

25 "We just thought 'Nature is beautiful,' not 'People worked really hard to put in the effort for people to be able to

understand how great nature is,'" Robison said.

26 It's hard work that's still paying off. Eighty-three years after Roosevelt's most popular program, the National Parks are more popular than ever.

Conor Knighton, "On the Trail: Trailblazers of our National Parks." CBSNews.com, CBS Interactive Inc. 2016. <http://www.cbsnews.com/news/on-the-trail-trailblazers-of-our national-parks/>

Passage 2

Youth Conservation Corps

1 We need you! Get paid to accomplish needed conservation work on public lands. Work on historic structures, restore native species, disappearing trails, and the eradication of invasive species.

What is YCC?

2 The United States Youth Conservation Corps (YCC) is a summer youth employment program that engages young people in meaningful work experiences on national parks, forests, wildlife refuges, and fish hatcheries while developing an ethic of environmental stewardship and civic responsibility. YCC programs are generally 8 to 10 weeks and members are paid the minimum wage for a 40-hour work week. Most YCC opportunities are non-residential programs which provide paid daytime work activities with members who commute to the Federal unit daily.

Who is eligible?

3 Youth, 15 through 18 years of age, who are permanent residents of the United States, are eligible for employment without regard to social, economic, racial, or ethnic backgrounds. Youth with physical or other challenges who can effectively participate in most YCC activities are eligible. Youth must have no history of serious criminal or other antisocial behavior that might endanger their safety or that of others; have or be able to obtain a work permit as required under the laws of their State; have a Social Security number or have made application of one.

What would I do?

4 YCC members work in a healthful outdoor setting on a variety of projects including building trails, maintaining fences, cleaning up campgrounds, improving wildlife habitat, environmental education planning and teaching, stream restoration, historic building preservation, and more! You'll also participate in educational field trips where chances are you'll see wildlife or history before your eyes, hike and stand on a mountaintop, or gaze at an ancient ruin.

How do I find an opportunity?

5 Looking for a YCC program near you? Check out our list of opportunities or find a federal facility near you and inquire if they have a YCC program or other opportunities.

What benefits would I get from participating?

6 Not only would you get paid to work in some of the coolest places in the country, but you will also have the chance to learn about careers with the National Park Service and gain valuable work skills that can help you get your next job! You will be working with other incredible people and hopefully you will build a lifetime bond. If you like to hike, backpack, climb, kayak, bike, horseback ride, etc., well, national parks are perfect for that!

"Youth Conservation Corps" from *Youth Programs: A United States National Park Service Brochure,* NPS.gov, 2016. <http://www.cbsnews.com/news/on-the-trail-trailblazers-of-our-national-parks/>

Which activities conducted by the YCC **best** help demonstrate the meaning of the phrase "environmental stewardship" in paragraph 28?

A. planning projects and hiking mountaintops

B. taking educational field trips and viewing ancient ruins

C. preserving historic buildings and maintaining fences

D. improving wildlife habitat and restoring native species

TN514299

Item Label	TN514299	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	8.RI.KID.2	**Standard 1 Text**	
Standard 2 Code	8.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	On The Trail: Trailblazers of our National Parks
Passage Label 1	TN214197		
Passage Type 2	INF	**Passage Title 2**	Youth Conservation Corps
Passage Label 2	TN614214		

Which statement is the **best** summary of passage 2?

A. The Youth Conservation Corps is a summer program sponsored by the National Parks Service. Kids ages 15–18 are paid to work in a variety of jobs, and they can visit many of our national parks.

B. Youth Conservation Corps participants spend their summers working on projects in national parks. They work 40 hours per week and get paid, but the real benefits come from working outdoors, helping the parks, and making lifelong friends.

C. The Youth Conservation Corps hires young people to work on various tasks. They may build trails, maintain fences, clean up campgrounds, restore streams, and preserve historic buildings.

D. All participants in the Youth Conservation Corps are 15–18 years old, have work permits and Social Security numbers, and work 40 hours per week. Examples of work projects include trail building, stream restoration, and historic building repairs.

TN014288

Item Label	TN014288	**Max Points**	1
Item Grade	08	**Item Content**	ELA
Item Type	choice	**Key**	1
DOK	3	**Rubric**	
Standard 1 Code	8.RI.KID.3	**Standard 1 Text**	
Standard 2 Code	8.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	On The Trail: Trailblazers of our National Parks
Passage Label 1	TN214197		
Passage Type 2	INF	**Passage Title 2**	Youth Conservation Corps
Passage Label 2	TN614214		

How do the purposes of the Civilian Conservation Corps and Youth Conservation Corps differ?

A. The CCC's purpose was to provide Americans with jobs by establishing national parks, while the YCC's purpose is to maintain those national parks.

B. The CCC's purpose was to provide President Franklin Roosevelt with a place to get healthier, while the YCC's purpose is to connect youth with nature.

C. The CCC's purpose was to make a lasting impact at Shenandoah National Park, while the YCC's purpose is to provide places for educational field trips.

D. The CCC's purpose was to offer workers new skills, while the YCC's purpose is to educate youth about careers with the National Park Service.

TN614313

Item Label	TN614313	**Max Points**	16
Item Grade	08	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	
Standard 1 Code	8.W.TTP.2	**Standard 1 Text**	
Standard 2 Code	8.RI.KID.1	**Standard 2 Text**	
Passage Type 1	INF	**Passage Title 1**	On The Trail: Trailblazers of our National Parks
Passage Label 1	TN214197		
Passage Type 2	INF	**Passage Title 2**	Youth Conservation Corps
Passage Label 2	TN614214		

Writing Prompt

You have just read two passages about different conservation corps programs, one from the 1930s and one in operation today. Write an informational essay that explains the purposes and outcomes of these programs.

Manage your time carefully so that you can

- plan your essay and do some prewriting in the space provided.
- write your essay on the lined pages of your answer document.

Be sure to

- use information from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of the answer document. **Anything you write that is <u>not</u> on the lined pages will <u>NOT</u> be scored.**

Tennessee Comprehensive
Assessment Program TCAP
TNReady—English Language Arts
Grade 8
Passage and Writing
Prompt Release
Spring 2018

Tennessee Comprehensive Assessment Program

TCAP

TNReady—English Language Arts
Grades 3 through 8
Passage and Writing Prompt Release

TN Department of Education

Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

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Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	**Max Points**	1
Item Grade	EOC	**Item Content**	English III
Item Type	choice	**Key**	2
DOK	2	**Rubric**	
Standard 1 Code	11-12.RL.KID.3	**Standard 1**	
Standard 2 Code	11-12.RL.CS.4	**Standard 2**	
Passage Type 1		**Passage Title 1**	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	**Max Points**: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	**Item Content** (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	**Key**: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	**Rubric** (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	**Standard 1** (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	**Standard 2** (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	**Passage Title 1** (if listed): Title of the passage(s) associated with this item.

TN245772

Item Label	TN245772	**Max Points**	N/A
Item Grade	03	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	N/A	**Rubric**	N/A
Standard 1 Code	W.3.TTP.2	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing prompt.

Passage 1

Animals and Their Trainers: A Good Team

by Sara F. Shacter

1 Ever wish you could speak to a sparrow, chat with a cheetah, or babble to a baboon? Then think about becoming an animal trainer. Brett Smith is a trainer at Chicago's Lincoln Park Zoo. He says training animals is almost like talking to them.

2 In a zoo or aquarium, an animal and its trainer are a team. Trainers learn to read their animals' behavior to figure out what each animal wants and needs. Animals learn to cooperate with their teachers. This teamwork makes it possible for each animal to live comfortably and get the best care.

3 For everyone's safety, trainers need to teach animals how to behave during a checkup. Do visits to the doctor's office make you squirm? Imagine trying to examine a squirming, trumpeting elephant! Elephants learn how to place their feet so veterinarians can check them. Dolphins learn how to place their tails so veterinarians can take blood samples.

4 At some aquariums, dolphins are taught how to protect themselves from humans' mistakes. Sometimes people drop things into the dolphins' tank. In the water, a plastic bag looks a lot like a squid. But a dolphin could die if it eats the bag. So these dolphins are trained to bring stray objects to the trainers.

5 Because trainers and their animals spend so much time together, their bond of trust is strong. This bond helps trainers do

important research. For example, a trainer might be able to get up close when a mother is feeding her new baby. That's something most wild animals wouldn't allow.

Fun and Rewards

6 How do trainers teach animals? Ken Ramirez is the head trainer at Chicago's John G. Shedd Aquarium. He says that animals and people learn best the same way: through fun and rewards.

7 Mr. Ramirez doesn't punish. He wants the animals to have a good time. When the animal does what it's supposed to do, it gets a reward. Often the reward is food, but it can be something else. Belugas (white whales), for example, love having their tongues tickled.

8 Trainers believe that it's also important to give animals the chance to play. New sights, sounds, and experiences keep animals' minds and bodies healthy. At the Shedd aquarium, dolphins enjoy watching their reflections in mirrors. One dolphin looks at herself for hours. At the Lincoln Park Zoo, lions play with piñatas.[1] The lions rush up, smack their prey, and jump away. Once they're sure the piñatas won't fight back, the lions rip them open. They find the food or bone inside and make shredded paper their new toy.

9 Training animals takes time and patience, but the rewards are huge. Ken Ramirez says a trainer is an animal's "parent, doctor, playmate, and best friend." Animals may not speak our language, but they have much to tell us.

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[1]**piñatas:** decorated containers that are filled with candy and prizes usually at a party. Party guests hit the container to make the candy and prizes fall to the floor.

Passage 2

Excerpt from *How to Talk to Your Dog*

by Jean Craighead George

What is this dog talk?

10 It is sound: whimpers, growls, sniffs, barks, and howls. It is visual:[2] tail wags, ear twists, eye movements, and other body language. It is chemical: odors and taste. It is physical contact: the touch of a friend or the whack of an enemy.

11 Speak to your dog in his own language. He will reward you by being an even more devoted friend.

12 Dog talk should begin as early as possible.

13 Seven or eight weeks is the best age to take a pup home. He will replace his love for his mother with love for you. Do as she did: Feed him, pick him up, hug him, pet him, and whimper into his fur. That's mother-dog talk.

14 Say his name often. You will know when he recognizes it. He will turn and look at you, and his eyes will brighten.

15 Praise him. Tell him what a good dog he is. Dogs love flattery.[3] Flattery will put him in a good mood, and it will be easier to teach him to sit, stay, heel, and come. Reward his achievements with treats and praise. Treats and saying, "Good dog," are gold stars for puppies. Eventually, praise will be enough.

16 No matter how old your dog is, you can speak to him in his own language at any time in his life. "Hello" is a good way to begin. Dogs greet each other by sniffing noses.

17 To say hello to your dog, sniff toward his nose. That's dog talk. He will answer by pulling his ears back and close to his head. What he is saying is "Hello, leader."

18 There is also the joyous hello. When you return home, your dog greets you bounding, tail wagging, body swishing, and with his head lowered in deference[4] to you. He might lick you to seal the welcome. You don't have to lick back. That would please him, but he will love you even if you don't. A hug or head pat is your "joyous hello" to your dog.

19 "Good night" in dog talk is physical.

20 Rub your dog's head, ears, and neck. Lower your lids and sigh into his fur. You are the mother dog licking her pup off to sleep.

21 "Good-bye" is a whisk of the tail, then turning and walking off. Since you don't have a tail, swish your hand downward and show your back. If your dog does not choose to hear this unwelcome

message and races after you, tell him, "I am boss," in dog talk, then repeat the dog "good-bye."

How do you say, "I am boss"?

22 The most effective way is to put your mouth on his muzzle.[5] That means in dog talk that you are the leader. His ears will go back and against his head, and his tail will lower. This is his way of saying, "Yes, you are my leader."

23 If you don't want to use your mouth, take his muzzle in your hand and gently shake it as you say, "Good dog." Telling your dog he is good is his reward for living. Finally, give the dog good-bye and walk off. He should let you go.

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[2]**visual:** a movement that can be seen

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[3]**flattery:** praise

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[4]**deference**: respect

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[5]**muzzle:** the projecting part of the face, including the nose and mouth, of an animal such as a dog or horse

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Writing Prompt

People have many ways to communicate with the animals they care for. Write an essay that explains some of the ways communication can help to train animals. Be sure to use facts and details from **both** passages to support your explanation. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your essay and do some prewriting in the space provided
- Write your essay on the lined pages in your answer document

Your written response should be in the form of an essay.

Write your response to the writing prompt on the lined pages in your answer document. ***(alt-text for online: … space provided below.)***

TN545964

Item Label	TN545964	**Max Points**	N/A
Item Grade	04	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	N/A
Standard 1 Code	4.W.TTP.1	**Standard 1 Text**	N/A
Standard 2 Code	4.RI.KID.1	**Standard 2 Text**	N/A

Read the passages and write a response to the writing prompt.

Passage 1

Midori Makes Music

by Leigh Anderson

1 Pling! The E-string on Midori's violin breaks. Fourteen-year-old Midori is in the midst of playing Leonard Bernstein's "Serenade for Harp, Percussion, and Strings." She isn't at a school recital or talent show. Midori is playing at the Tanglewood Music Festival in Massachusetts. Thousands of people are watching. Bernstein himself is conducting the orchestra. What can she do? Quickly, Midori borrows a violin from another musician. It's larger than her own, but there aren't any other teenaged violinists on the huge stage to borrow from. She starts playing again. Pling! The E-string on the borrowed violin breaks, too! Midori borrows another violin and finishes the Serenade. As her music fades away into the summer night, the audience leaps to its feet, clapping and cheering. Soon the front page of *The New York Times* trumpets, "Girl, 14, Conquers Tanglewood with 3 Violins!" Midori doesn't think it's such a big deal. "My strings broke," she says, "and I didn't want to stop the music."

2 Midori Goto was born on October 25, 1971, in Osaka, Japan. Her mother, Setsu, a violinist, took her baby daughter to her rehearsals. At age 2, Midori began humming difficult musical pieces. For her fourth birthday, Midori was given a tiny violin and Setsu began to teach her. She practiced every day. Midori soon amazed everyone who heard her.

3 When Midori was 10, the Juilliard School of Music in New York invited her to become a student in their program. Midori and her

mother moved to New York City. It was hard to leave Japan, but New York gave Midori new opportunities. It was an exciting time. Music lovers were eager to hear a young girl in pigtails playing as well as a talented adult. In 1982, Midori played with the New York Philharmonic Orchestra at a New Year's Eve concert. She was 11 years old.

4 For years, Midori juggled school, violin lessons, practice, and performances. She left Juilliard at 15, but she never stopped learning. When she was older, she went to college and earned a master's degree. Today, Midori continues to perform all over the world.

5 She once said, "I love playing. It isn't like there's me and then there's the violin. The violin is me. I love it so much that I want to share it with other people."

6 She especially loves bringing music into schools and performing in towns that other violinists don't visit. For Midori, her work is her joy. Midori was a child prodigy,[1] but that's not what makes her special. What makes her special is that when she makes music, she shares both her joy and herself.

_____

[1]**prodigy:** a person, especially a child or young person, having extraordinary talent or ability

_____

Passage 2

The Boy Doctor of India

by Donna Henes

7 The most famous doctor in India is a teenager!

8 Akrit Jaswal was always advanced for his age. When he was a baby he skipped the crawling stage and started walking. He began to talk when he was just 10 months, and he was reading at 2. By the time he was 4, he was reciting Shakespeare. Some people believe he's smarter than Albert Einstein.

9 At a very young age, Akrit started thinking about medicine. In fact, it was all he thought about. By the age of 6, Akrit had memorized entire medical books. The staff of the local hospital was so impressed that they let him watch operations.

10 When he was 7, Akrit successfully performed an operation on an 8-year-old girl. Her fingers had been badly burned and had grown together. After the surgery, people all over India said Akrit was a medical genius. Word of the young prodigy spread. Villagers flocked to his home seeking advice and medical care. Soon Akrit began to treat the people who gathered on his doorstep. He consulted his textbooks, discussed the cases with older doctors, and prescribed medicine for more than a thousand people.

11 Akrit started college when he was 11. He was the youngest student ever to attend an Indian university. Today he is studying botany, chemistry, and zoology at Punjab University in Chandigarh, India. One day he hopes to study at Harvard University in Massachusetts.

12 Today, medicine remains Akrit's greatest interest. By studying for one hour each day, he has learned all about anatomy, surgery, anesthesia, physiology, and cancer. He says that concentration is essential for success, no matter what you are interested in.

13 Akrit says he has millions of medical ideas, but he's currently focused on discovering a cure for cancer. "I've developed a concept called 'oral gene therapy' on the basis of my research and my theories," he says. "I'm quite dedicated towards working on this mechanism."[2]

14 In his spare time (this boy actually has spare time!) Akrit enjoys playing and watching Cricket, a bat-and-ball team sport that is popular in India.

---

[2]**mechanism**: a process by which something is done or comes into being

---

Writing Prompt

If you could study a new skill with one of them, would you study with Akrit or Midori? Write an essay in which you give your opinion and explain your reasons.

Your essay must be based on ideas and information that can be found in **both** passages. Support your ideas with evidence from the passage set. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your essay and do some prewriting in the space provided
- Write your essay on the lined pages of your answer document

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

TN751601

Item Label	TN751601	**Max Points**	N/A
Item Grade	05	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	N/A
Standard 1 Code	5.W.TTP.1	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing prompt.

Passage 1

Excerpt from "Ten Reasons Why You Don't Exercise (and Why You Should Overcome Them)"

by Kathiann M. Kowalski

1 Your clothes would get sweaty.

2 Your hair would get messy.

3 It's cold out.

4 It's too hot.

5 You're tired.

6 You'd rather sleep.

7 You don't like to exercise alone.

8 You don't like to have people see you exercise.

9 Your muscles will get sore.

10 You don't have time.

11 In short, you don't feel like exercising. "I think everyone gets those days," says 14-year-old Charlie Wilson in Ohio. However,

science says we'll all be healthier if we get moving. Indeed, the U.S. government's 2008 Physical Activity Guidelines recommend an hour or more of activity daily for children and teens.

Big Benefits

12 "Basically, there's no system that it doesn't have a positive effect on, at least when done in moderation," says Antronette Yancey at the University of California at Los Angeles. She served on the Guidelines' expert committee. More importantly, Yancey says, physical activity "can produce immediate benefits."

13 For starters, regular physical activity improves your overall fitness. Your bones and muscles grow stronger. You can do more before tiring. And exercise can bolster the immune system, so you're less likely to get sick.

14 Physical activity also improves your mood. "Mentally, I feel better after I do it," says 17-year-old Danielle Lehmann on Long Island. . . .

15 "It gives you time to blow out steam," adds 16-year-old Matthew Kowalski, also on Long Island. He really welcomes physical activity after a long day of sitting and concentrating at school.

16 Interestingly, researchers at East Carolina University found that students stayed on task better when classes included regular exercise breaks throughout the day. Other studies suggest that regular physical activity improves decision-making and planning abilities. That includes "being able to accomplish what you're trying to accomplish, being creative, [and] not making bad judgments," explains Yancey.

Overcoming Inertia

17 Part of Isaac Newton's first law of physics says that a body at rest tends to stay at rest. Unfortunately, that holds for our exercise habits too.

18 "The important thing is finding something that's fun to do," stresses Fulton. Charlie likes soccer and fencing. Danielle runs and does yoga. Matthew plays hockey and lacrosse and runs track.

19 Being with friends helps. "Running around circles for track isn't all that fun," admits Matthew. "But when it's you and five guys, and as you're running, each guy has a joke, it makes it that much better."

20 Of course, everyone is busy, so Fulton also advises, "Build activity into your life." Charlie often walks to and from school or to friends' houses.

21 Yancey wants teens to go further and push schools to add "instant recess" breaks throughout the day. "It needs to be an ordinary part of the day," Yancey says. Just as many restaurants and offices are now no smoking places, she says, schools and offices should become places of no prolonged sitting.

. . . . . .

22 And on days when you might make excuses, remember how good a physical activity can make you feel. "I realize that when I get to hockey, it wil be better there than me just sitting at home doing homework," says Matthew. "As soon as I step on that ice, I'll be glad I'm there."

23 So, get moving — have fun, get (or stay) healthy!

Passage 2

Born to Run

by Bradford H. Robie

24 There's nothing like racing across the playground or sprinting along the beach with the wind at your back. That sudden burst of speed can make you feel like a cheetah chasing its prey or a horse galloping on an open plain. It's as if you were born to run.

25 Running also strengthens bones and muscles, controls weight, and keeps your heart healthy.

26 Most of all, it can be a lot of fun!

. . . . . .

Getting Started

27 If you're inspired to become a runner, make sure that you have a good pair of running shoes. These special sneakers are designed to cushion the impact of running. Many stores specialize in this type of shoe.

28 Be sure to run in a safe place with an adult partner. City parks are good. So are country roads. Many towns have athletic fields with grassy areas and running tracks. Any of these spots could work.

29 One advantage to running on a track is that it's easy to know how far you've run. A lap on the track at most high schools is 400 meters long. That's almost a quarter of a mile, so four laps equal about one mile.

30 If you decide to run on a road or sidewalk or in a park, make sure a parent helps you plan a route. Always run facing oncoming traffic, and never run at night unless you're in a very well-lit area.

31 Soft surfaces like dirt trails and grass are easiest on your feet and joints. Most sidewalks and road surfaces are quite hard, so you'll want to limit the amount of running you do on them.

32 The first question new runners ask is, "How far?" A better way to gauge your workout is, "How long?" Running for a specific number of minutes reduces the pressure to run a certain distance each time. A good way to start is to alternate running and walking for 30 minutes.

Pace Yourself for Success

33 Here's a good plan for starters. Run three times each week, taking at least one day off between workouts. The first week, run one minute, then walk for six minutes. Run a minute, then walk six. Keep running a minute and walking six until you've been at it for about 30 minutes total.

34 Each week, increase the length of the running portions (two minutes the second week, three minutes the third), and reduce the walking time. Before long, you'll be running for the entire 30 minutes.

35 It's important to increase the running gradually. This will allow your body to adapt to the work, and it will help you avoid aches and pains. Beginning runners who go too far too soon often get discouraged.

36 Warm up for each workout by walking briskly for five minutes. This will slowly raise your heart rate, directing more blood and

oxygen to your muscles. Swing your arms and walk faster than you normally would, but not so fast that you start to jog. Then you can ease into your run.

37 You should be able to talk comfortably while running, without gasping for breath. If you find yourself huffing and puffing, slow down (or walk) until you feel comfortable.

. . . . . .

38 After your run, cool down with another five-minute walk and some light stretching. Stretching keeps your muscles from tightening up. It also reduces soreness and can help prevent injuries.

39 Running is a great activity to do with a friend. In middle school, you might have the opportunity to join a running club or team.

40 Now you know the basics of running. So lace up your running shoes and join the millions of people who are proud to call themselves runners.

41 Chances are, you were born to run, too!

Writing Prompt

Principals are considering making a rule that requires "mini" recesses throughout the day that include the opportunity to run on a track. Would this be a good idea? Write an essay in which you give your opinion. Use facts and details from **both** texts to support your opinion. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your essay and do some prewriting in the space provided
- Write your essay on the lined pages of your answer document

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

TN937557

Item Label	TN937557	**Max Points**	N/A
Item Grade	06	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	N/A	**Rubric**	N/A
Standard 1 Code	6.W.TTP.3	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passage and write a response to the writing prompt.

Excerpt from "The Conceited Python"

by Ruskin Bond

1 During his retirement in northern India, Grandfather could not resist buying unusual pets. Once he paid a snake charmer in the bazaar five rupees[1] for a young, four-foot-long python. Then, to the delight of a curious group of boys and girls, he slung the python over his shoulder and walked home.

2 The first to see them arrive was Toto the monkey, who was swinging from a branch of the jackfruit tree. One look at the python and he fled into the house, squealing with fright. The noise brought Grandmother onto the veranda where she nearly fainted at the sight of the python curled around Grandfather's throat. Grandmother was tolerant of most birds and animals, but she drew the line at reptiles. Even a sweet-tempered chameleon made her blood run cold. Grandfather should have known that there was little chance of being allowed to keep a python.

3 "It will strangle you to death," she cried. "Get rid of it at once!"

4 "Nonsense," said Grandfather. "He's only a young fellow. He'll soon get used to us."

5 "He might, indeed," said Grandmother, "but I have no intention of getting used to *him*. And your cousin Mabel is coming to stay with us tomorrow. She'll leave the minute she knows there's a snake in the house."

6 "Perhaps we should show it to her first thing," said Grandfather. He did not look forward to the visits of Aunt Mabel.

7 "You'll do no such thing," said Grandmother.

8 "Well, I can't let it loose in the garden. It might find its way into the poultry house, and then where would we be?"

9 "Oh, how tiresome you are!" grumbled Grandmother. "Lock the thing in the bathroom, go find the man you bought it from, and tell him to come here and collect it."

10 And so, in my awestruck presence, Grandfather took the python into the bathroom and placed it in the tub. After closing the door on it, he gave me a doleful look. "Perhaps Grandmother is right this time," he said. "After all, we don't want the snake to get hold of Toto. It's sure to be very hungry."

11 Grandfather hurried off to the bazaar while Grandmother paced up and down the veranda. When he returned, looking shame-faced, we knew he hadn't been able to find the snake charmer.

12 "Well then, kindly take it away yourself," said Grandmother. "Leave it in the jungle across the riverbed."

13 "All right," said Grandfather. He marched into the bathroom, followed, in single file, by me, Grandmother, the cook, and the gardener.

14 Grandfather opened the door and stepped into the room. I peeped around his legs, while the others stayed well behind. We couldn't see the python anywhere.

15 "He's gone," announced Grandfather.

16 "He couldn't have gone far," said Grandmother. "Look *under* the tub."

17 We looked under the tub, but the python wasn't there. "We left the window open," Grandfather said, blushing at his own forgetfulness. "He must have gotten out that way."

18 A careful search was made of the house, the kitchen, the garden, the stable, and the poultry shed, but the python could not be found anywhere.

19 "He must have gone over the garden wall," said Grandfather. "He'll be well away by now."

20 "I certainly hope so," said Grandmother.

21 Aunt Mabel arrived next day for a three-week visit. For a couple of days Grandfather and I were a little worried that the python would make a sudden reappearance, but on the third day, when he didn't show up, we felt sure he had gone for good.

22 And then, toward evening, we were startled by a scream from the garden. Seconds later, Aunt Mabel came flying up the veranda steps. "In the guava tree!" she gasped. "I was reaching for a guava when I saw it staring at me. The *look* in its eyes! As though it would eat me alive — "

23 "Calm down, dear," urged Grandmother, sprinkling eau de Cologne over my aunt. "Tell us, what *did* you see?"

24 "A snake!" sobbed Aunt Mabel. "A great boa constrictor. It must have been twenty feet long! In the guava tree. Its eyes were terrible. And it looked at me in such an odd way. . . ."

25 My grandparents exchanged knowing looks, and Grandfather hurried out into the garden. But when he got to the guava tree, the python was gone.

26 "Aunt Mabel must have frightened it away," I said.

27 "Hush," said Grandfather. "You mustn't speak of your aunt in that way." But his eyes were alive with laughter.

28 After this incident, the python began to make frequent brief appearances, usually in the most unexpected places.

29 One morning I found him curled up on the dressing table, gazing at his reflection in the mirror. I went for Grandfather, but by the time we returned, the python had moved on. He was seen in the garden and ascending the iron ladder to the roof. Then we found him on the dressing table a second time, admiring himself in the mirror.

30 "All the attention he's getting has probably made him conceited," said Grandfather.

---

[1]**rupees:** the basic unit of money in India

Writing Prompt

By the end of the passage, the python has become a frequent, unexpected visitor. Write a continuation of the passage that describes what happens next and how the characters resolve the problem. Be sure to use what you have learned about the setting, characters, and plot of the passage.

Manage your time carefully so that you can

- Plan your response and do some prewriting in the space provided
- Write your response on the lined pages of your answer document

Your written response should be in the form of a multi-paragraph narrative story.

Write your response to the writing prompt in the space provided in your answer document.

TN537650

Item Label	TN537650	**Max Points**	N/A
Item Grade	06	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	N/A	**Rubric**	N/A
Standard 1 Code	6.W.TTP.1	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing task.

Passage 1

The Way the Mop Flops

by Ann Harth

1 "Hey, Andrew," said Tanya, dropping her books onto her desk with a thud.

2 "Hey," I said.

3 Kids wandered into the classroom and shuffled to their seats, talking in Monday-morning murmurs.

4 Mr. Taylor's shiny boots clicked across the floor. "Good morning, class!" he bellowed. "I need someone to read, please."

5 The idea of reading in front of the class made my toes curl inside my sneakers. I stared at my desk. *Please don't pick me.*

6 "Andrew Addison."

7 My stomach squeezed into knots. I looked up.

8 "Stand up, please." Mr. Taylor thrust a paper at me. I stood, begging my legs to steady me and my knees to stop quaking. A drop of sweat slid down my face.

9 My voice came out in a croak as I started reading. "A public-speaking competition for both fifth-grade classes will be held in the auditorium next Monday. Each student will give a two-minute speech."

10 Panic rose within me. For the rest of the day, I could barely concentrate.

11 On the bus home, I sat next to Tanya. "What will I give a speech about?" I moaned.

12 Tanya shrugged. "What's something you'd be able to talk about for two minutes?"

13 "Nothing!" I said. "All I'll be able to think about is my shaky knees, my wobbly legs, and my squeaky voice!"

14 My brain whirled. *Maybe . . .* "Yes!" I said. "I'll talk about how scared I am of public speaking."

15 Tanya smiled. "Not bad."

16 For the entire week, the dreaded day loomed. I practiced my speech and panicked. I wished for rampaging elephants and road-closing blizzards. I even considered flying to South America.

17 The day came. The school was still standing. It hadn't snowed, and I hadn't gone on vacation.

18 "Your new shirt looks wonderful on you, Andrew," Mom said as she handed me my backpack. "Now, don't be nervous."

19 Fifty fifth-graders shuffled into the auditorium. I stumbled to my seat in the front row.

20 "You're sweating," Tanya whispered, handing me a tissue.

21 Kayla Abbymore, from the other class, stepped onto the stage. She smiled and chattered about her trip to the skating rink. She didn't shake or wobble or sweat. She skipped from the podium. Everyone clapped politely as she disappeared through a side door.

22 "Andrew Addison." My name boomed through the auditorium.

23 Tanya elbowed me. "Go on!"

24 I stood up. I begged my legs to steady me and my knees to stop quaking. They didn't listen. I clutched my index cards and trudged to the podium. Two teachers and 49 fifth-graders stared. My cards quivered.

25 "Hello," I squeaked.

26 Someone snickered.

27 I tried again. "Hello." Better — but I still sounded like a scared puppy.

28 I glanced at my notes. They were a blur in my sweaty hands. No help there. My first line. What was my first line? I closed my eyes.

29 YES! That was it. "I hate public speaking," I said.

30 Someone laughed.

31 I held up a hand and watched it quiver. "My hands shake."

32 Another laugh.

33 "My face sweats." I wiped my slick brow.

34 A few more laughs. That was good, right? I stepped from behind the podium and showed the audience my quaking knees. "My legs wobble."

35 Everyone laughed. I glanced at Tanya. Her face was split into a grin.

36 My speech flooded back to me. My knees settled and my hands relaxed.

37 "Many people feel like disappearing when they have to give a speech." I paused for a second. "But I bet I'm the only one who almost bought a ticket to Brazil." I was on a roll. My two minutes flew.

38 Laughter and clapping floated around me as I finished my speech. They liked me. I strutted away from the podium and waved to my fans. I opened a door, stepped through, and closed it behind me.

39 It was dark.

40 Where was the exit? I smelled floor cleaner. I reached into the blackness and my fingers brushed stiff bristles, buckets, a mop, and a pile of rags. I had entertained my audience with a brilliant speech, then walked straight into the custodian's closet.

41 I pushed my ear against the door. It was quiet out there. Maybe no one had noticed. I could creep out and duck into the exit next

door. I held my breath and pushed. Light now flooded the closet. Mops and brooms surrounded me.

42 They'd noticed. Forty-nine fifth-graders and two teachers stared. I stepped from the closet and spotted Tanya in the audience. She still wore a grin. She raised her hands and clapped. Others joined in, and soon the entire audience was clapping and cheering. I waved, bowed, and swept out of there.

43 Oh, well. That's the way the mop flops.

Passage 2

The Choice

by Holly Beech

44 "Julie Jones scores two points for the Panthers!"

45 The announcer's voice is nearly drowned out by the cheers of the audience. Julie flashes a smile at her fans as she jogs down the basketball court.

46 Once again, jealousy rises up inside me. Every game, I sit on the bench, wishing with all my heart that I could be the star of the team. But every game is the same — I sit on the bench and wish that I could be Julie Jones.

47 The buzzer sounds. Although my team has won another game, I feel no joy. I don't care so much about winning anymore; I just want to play.

48 And what makes it worse are the low comments that Julie spits at me. I see her walking toward me, and I prepare myself for another rude remark.

49 "Good job, Katie," she says sarcastically. "You're getting good at warming up the bench."

50 Furious words almost slip from my mouth, but I hold my anger inside and simply say, "Good game, Julie." For a second, she looks confused, but then she pushes her way past me and strolls off.

. . . . . .

51 Tonight is the most important game of the season — the championship. My stomach is filled with butterflies. Two girls on my team are injured, preventing them from playing. *Maybe tonight,* I think, *I will get to play.*

52 It's a close game. With two minutes left, the score is 50-50. When one of my teammates twists her ankle, Coach yells, "Katie, you're in!" She notices the shock on my face. "Go on! You can do it!"

53 I jump off the bench, my palms sweaty, and run onto the court.

54 The other team scores, making it 50-52. With only ten seconds left, I know we must score.

55 The ball is passed to me. In this second, I must decide between shooting the ball with two girls guarding me, or passing it to Julie, who is wide open. If I shoot, I might score the winning points and get the praise I've been craving all season. But Julie has a better shot than I do — and a better chance of scoring.

56 I make my decision.

57 The ball swishes through the net. The Panthers jump up and down as the crowd roars.

58 "Julie Jones scores the winning three-pointer!" booms the announcer.

59 My teammates lift Julie onto their shoulders. Screams of delight flood our side of the gym. But for some reason, I am no longer jealous. I'm satisfied that I was able to help the team.

60 Coach walks up to me and says, "Nice pass, Katie. You did the right thing. I'm glad to have an unselfish player like you on my team. You're going to play again next season, right?"

61 I smile and reply, "You bet!"

Writing Prompt

Write an argumentative essay in which you argue which character, Andrew or Katie, had the bigger obstacle to overcome. Support your claim with evidence from **both** passages.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Be sure to

- Include a claim
- Use evidence from **both** passages
- Avoid over-relying on one passage

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

TN852527

Item Label	TN852527	**Max Points**	N/A
Item Grade	07	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	N/A
Standard 1 Code	7.W.TTP.1	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing prompt.

Passage 1

Excerpt from "A Success in Space"

by Cameron Keady

1 On November 12, 2014, a small probe helped scientists take a big step forward in space exploration. The probe, called the Philae lander, is the first spacecraft to set down on a comet. It will take photos and dig up samples from the comet's surface.

2 The Philae [FIL-ay] lander is about the size of a washing machine. It dropped from the Rosetta spacecraft and landed on the comet Churyumov-Gerasimenko, also known as 67p. This mission could give researchers valuable information about the origins of our solar system and how it evolved.

A Long Journey

3 Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination. The craft was launched in 2004 by the European Space Agency to observe comets. In 2011, Rosetta was powered down to conserve energy. Early this year, scientists brought it back to life to study 67p.

4 Philae separated from Rosetta about 14 miles above the comet. At first, the lander failed to fire anchoring harpoons[1] into the surface. It bounced three times before coming to a stop, said Stephan Ulamec, the lander project manager.

5 The Philae lander will travel the surface of 67p and conduct a variety of scientific experiments. It could reveal secrets about the

makeup of comets and the formation of our solar system. . . . Researchers consider comets the remains of the ancient solar system. Their contents are preserved in a deep freeze because they spend much of their time far away from the sun. "What we believe is that we will study the most primitive[2] material in the solar system," says scientist Gerhard Schwehm. He served as Rosetta's mission manager at the ESA from 2011 until his retirement earlier this year.

In the Dark

6 Scientists have not yet been able to determine exactly where Philae landed. Based on the first images the lander has sent back, they believe it is partially in a shadow of a cliff. That could be a problem, because it would prevent the lander from using its solar panels to collect energy from the sun. Currently, the scientists are updating their plans to get Philae out of the darkness.

7 Despite any initial concerns, the team is in good spirits — and so is Philae. On the night of its arrival, the lander tweeted a photo to its mother ship @ESA_Rosetta. "The view is absolutely breathtaking ESA_Rosetta! Unlike anything I've ever seen #CometLanding," the tweet read.

8 Though it took a decade to get to 67p, Philae's stay on the comet will be a short one. As soon as it landed, a 64-hour countdown began. When it ends, Philae's on-board battery will run down. But Rosetta will continue to travel with 67p, sending information about the comet back to Earth for as long as it can.

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[1]**anchoring harpoons:** barbed, spear-like missiles shot into the surface of the comet to hold the spacecraft

[2]**primitive:** being the first or earliest of the kind or in existence

Excerpt from "A Success in Space," by Cameron Keady, from *Time for Kids*. November 14, 2014.

Passage 2

Excerpt from "America's New Spacecraft"

by Cameron Keady

9 Liftoff! After NASA called off three countdowns on Thursday, December 4, 2014, the Orion spacecraft successfully launched into space early this morning. The craft orbited Earth twice and traveled a distance of 3,600 miles before it landed in the Pacific Ocean around 11:30 A.M. on Friday, December 5. "The flight is designed to test many of the most vital elements for human spaceflight," said NASA in a statement. "[It] will provide critical data needed to improve Orion's design and reduce risks to future mission crews."

Takeoff and Touchdown

10 The original launch was set for December 4. To successfully take off, a spacecraft requires a rocket. Orion traveled to space aboard the Delta IV rocket. Several valves are used to fill and drain Delta IV with propellant prior to liftoff. Due to valve issues that could not be fixed before the launch time was scheduled, Orion's takeoff was put on hold. The NASA team also worried strong winds would hinder the craft's ability to take off. But winds stayed below the limit of 24 miles per hour, and the Orion capsule lifted off from Cape Canaveral Air Force Station, in Florida, at 7:05 A.M.

11 The capsule reached a peak altitude more than 14 times farther from Earth than the International Space Station. No spacecraft designed for astronauts has gone so far since the Apollo 17 mission 42 years ago. NASA is now "one step closer" to putting humans aboard Orion, said NASA Administrator Charles Bolden Jr. He called it "Day One of the Mars era."

12 Orion landed in the ocean about 270 miles west of Mexico's Baja peninsula at approximately 11:30 this morning. The U.S. Navy was there to recover the spacecraft, where it will be brought to land. Mission Control commentator Rob Navias called the voyage "the most perfect flight you could ever imagine," calling the spacecraft's landing in the Pacific Ocean "a bulls-eye."

A Mission for the Future

13 Orion's voyage is an experimental mission, with no astronauts onboard. The goal of the mission is to someday take astronauts to Mars. The experimental flight was intended to test the capabilities of the spacecraft to ensure it is suitable for a future manned mission to the Red Planet.

14 The Orion spacecraft will not carry astronauts until 2021 at the earliest. But NASA hopes that some day the capsule will be able to take people back to the moon or to Mars.

15 Orion wasn't entirely unmanned, however. Some familiar objects rode aboard the spacecraft. As part of a public outreach

effort with Sesame Street, NASA made room for Ernie's Rubber Duckie, Oscar the Grouch's pet worm Slimey, and one of Cookie Monster's cookies aboard Orion.

16 "T" is for "Touchdown," and that's good enough for NASA.

Excerpt from "America's New Spacecraft" by Cameron Keady, from *Time for Kids*. December 5, 2014.

Writing Prompt

Write an essay that explains the purpose of **each** mission and then argues which mission was more successful. Develop your essay by providing textual evidence from **both** passages.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Be sure to

- Include a claim
- Use evidence from **both** passages
- Avoid over-relying on one passage

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

TN852757

Item Label	TN852757	**Max Points**	N/A
Item Grade	07	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	N/A
Standard 1 Code	7.W.TTP.1	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing task.

Passage 1

Excerpt from "Looking at Mushrooms"

by Cheryl Bardoe

1 Equipped with a magnifying glass, pocketknife, and fishing tackle box, mushroom scientist Greg Mueller is going on a treasure hunt. "I never know what I might find," he says, striking out along a woodland path at the Chicago Botanic Garden in Illinois. "And what I find today may be different four days from now."

2 After decades as a mycologist (a scientist who studies fungi), Mueller knows that mushrooms are here-today-gone-tomorrow treasures. He jokes about becoming a geologist someday, "because rocks never move." But he isn't really discouraged — he knows that forests are full of fungi. In fact, the world is full of fungi.

A World of Fungi

3 Fungi take many forms. They include the yeast that makes holes in bread as it rises, the fuzzy mold that warns us not to eat an old jar of spaghetti sauce, smelly mildew, and the mushrooms that pop up overnight from the forest floor.

4 For many years, scientists thought fungi were plants because they didn't move and many sprouted from soil. Unlike plants, however, fungi cannot make their own food. The cells of fungi are also unlike plants. Their cell walls are made from chitin, the same stuff that forms the hard outer shells of insects and crabs. A comparison of their genetic material reveals that fungi are more closely related to animals than to plants!

5 Scientists now recognize fungi as their own kingdom of organisms — neither plants nor animals. They believe that fungi are far more diverse than plants, or any group of animals except insects. And they estimate that up to 1.5 million species of fungi may exist. With only about 100,000 known so far, that leaves room for lots of future discoveries.

Searching for the Invisible

6 While keeping a hopeful eye on the forest floor, Mueller explains that fungi are often present even when we don't see them. Fungi grow in hair-like threads called hyphae. These strands spread through soil, rotting wood, or wherever a fungus seeks water and food. A single strand is too small to see with the naked eye, but Mueller points out white spots on a fallen tree where many have massed together, creating a visible web called a mycelium.

7 Soon, we spot our first clump of mushrooms hiding beneath the leaves. Mueller carves off the dainty, brownish-orange specimens to store in his collecting box. Like apples on a tree, mushrooms are fruiting bodies of the mycelium. They release spores — cells that float away to create new fungi.

8 Fruiting fungus bodies wait patiently underground for just the right combination of moisture and temperature to make their debut. "When conditions are right," Mueller says, "mushrooms swell with water like a water balloon. That gives them the pressure to burst out of the ground." Mushrooms can expand quickly, sometimes with enough force to push up through asphalt and cement. Then they release their spores and may disappear again within a few days.

9 A single mushroom can release millions, even trillions, of microscopically tiny spores, which are carried off by the wind or by animals. So why isn't the earth overrun with fungi? Unlike the seeds of flowering plants, spores aren't packed with their own food. To grow, they have to land in just the right place, on something they are able to break down for food.

How Fungi Function

10 All fungi play one of three roles: some are decomposers, some form partnerships with living plants, and some are parasites. Most fungi we happen to see on our walk, such as tiny yellow fairy cups and the meaty chicken-of-the-woods, are breaking down dead plant matter, recycling its nutrients back into the soil. As fungal hyphae spread through a fallen tree to gather food, they destroy the stiff cell walls of the wood, making the nutrients inside available. Mueller breaks a chunk of decaying wood from a tree, and it almost crumbles to sawdust in his fingers. That's a sign that fungi have

done their work. "We'd have piles of dead trees miles high if we didn't have fungi," he says. "We wouldn't even be able to walk around the earth because of all the dead trees."

Passage 2

Talented Fungi

by Charlene Brusso

11 Mushrooms, molds, lichens, yeasts, and mildews: there are at least 1.5 million different kinds of fungi on Earth. What can we do with all that fungus among us?

Eat Them

12 Mushrooms are the fruit of underground fungi, and like other fruits, many are good to eat. In fact, Americans gobble up about 4 pounds (1.5 kilograms) of mushrooms per person every year. Mushrooms are a nutritious food, high in protein and vitamins. Forest animals like mushrooms too — they are a favorite of chipmunks, squirrels, mice, voles, bears, insects, and salamanders.

13 Some fungi are used to make food better. Yeast is a single-celled fungus that gives off bubbles of carbon dioxide gas as it digests sugar. Yeast at work in dough gives us light and fluffy bread, and it puts the fizz in beer.

14 Archaeologists in Egypt have found 4,000-year-old pots with telltale traces of yeast in them. In Asia, yeasts are used to ferment soybeans to make soy sauce and miso. Tasty fungi are also used to flavor cheeses like brie, blue, and Roquefort.

Cure Sickness

15 One of the most useful medicines in the world comes from a mold, another type of fungus. Discovered on a neglected petri dish in 1928, penicillin was the first antibiotic, a drug that kills bacteria and knocks out tough infections. Why would a mold be good at killing bacteria? In the wild, fungi often compete with bacteria for food — to discourage competition, many fungi make bacteria-killing chemicals. In fact, long before scientists discovered penicillin,

doctors in ancient Egypt used moldy bread to fight infection in wounds.

16 Molds and other fungi are used to make vitamins, painkillers, and many other helpful medicines — even some that fight cancer.

Make Stuff

17 Long ago, cloth makers in the Mediterranean discovered that lichen could dye fabric in vibrant purples and reds. Many Native Americans also use lichen for dye.

18 As they grow, fungi break down food outside their bodies using special digestive chemicals called enzymes. Enzymes that digest fats are harvested from molds and used to make detergents and laundry soaps. Fungi enzymes are also used to fade jeans for a stylish "distressed" look. Even the citric acid that gives juice, soda, and sauces their lemony tang is cooked up using enzymes from a common black mold, *Aspergillus niger*.

19 The dense root webs of fungi, called mycelia, are excellent for holding things together.

20 One company is growing mycelia around corn husks and straw to make Ecocradle, an Earth-friendly replacement for Styrofoam. Like Styrofoam, Ecocradle is lightweight; unlike Styrofoam, it's also strong, biodegradable, recyclable, and can be easily grown in any shape you need. It can be used for packing materials and even house insulation, and Ford Motor Company is investigating ways to use Ecocradle in its cars and trucks.

Clean Up Pollution

21 Fungi are decomposers. In nature, they break down the large molecules in dead trees, plants, and animals, leaving the soil full of recycled nutrients. That may not seem very remarkable — until you realize there's a fungus that can break down nearly anything.

22 One of the most amazing ways to use fungi's decomposing abilities is to help clean up pollution. Some fungi, including the common oyster mushroom, have digestive powers that can break apart nasty chemicals like pesticides, oil, and tar in soil and water into simple, safe compounds like carbon dioxide, water, and nitrogen. Some scientists, such as mushroom researcher Paul Stamets, think that planting fungi may be the perfect way to clean up polluted sites quickly and cheaply. Some fungi can even digest radioactive toxic waste!

23 Fungi are among the most ancient organisms on the planet, but we're only just beginning to discover their many remarkable talents.

Writing Prompt

Both authors describe the remarkable characteristics of fungi. Write an argumentative essay arguing which author is **more** successful at portraying these characteristics. Develop your essay by providing textual evidence from **both** passages.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Be sure to

- Include a claim
- Use evidence from **both** passages
- Avoid over relying on one passage

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

TN552352

Item Label	TN552352	**Max Points**	N/A
Item Grade	08	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	3	**Rubric**	N/A
Standard 1 Code	8.W.TTP.2	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing prompt.

Passage 1

Excerpt from "To Really Learn, Fail — Then Fail Again!"

by Susan Moran

That 'error' in trial-and-error learning can be the ticket to learning well — and having more fun.

1 Thomas Edison just couldn't get it right.

2 After more than five months and 9,000 experiments, the famous inventor couldn't get a new type of battery to work. Too bad, a co-worker said. What a shame that effort had produced no results.

3 But Edison saw it differently. "Results? Why, man, I have gotten a lot of results! I know several thousand things that won't work!"

4 Edison eventually did get his new kind of battery to work. In the end, it took even more time — and thousands more experiments.

5 Today, more than a century later, a bit of that same spirit of curiosity and determination lives on in Emily Hogan's classroom. She teaches eighth-grade physical science at Westlake Middle School in Broomfield, Colo.

6 On a spring morning, Hogan had given each of her students a tool kit containing a plastic foam dinner plate, a balloon, a small plastic stirrer straw, a sharp pencil and masking tape.

7 She instructed her young inventors to use the parts in any way they wanted to make racing cars from the foam plates. They also were charged with figuring out how to propel those cars great distances across the floor. The kit's balloon would be a key component of these "rocket" racers.

8 Kids in many classrooms across the United States are learning science in much the same way. Instead of explaining things to kids from the front of a classroom, teachers are beginning to instead "guide from the side." They are nudging kids to become Edisons — tinkerers who learn by doing.

9 A big take-home lesson from such projects is that there may be no one single right answer to a problem. There may instead be many. Along the path to discovering this, kids were being encouraged to propose theories — and then test them.

10 Along the way, many students will fail. Often, they'll fail many times. Perhaps not several thousand times (like Edison). But along the way they may just find out that by analyzing why something went horribly wrong, they've learned a lot. And they can take ownership of that learning, knowing that they earned it from hard-won experience.

11 What's more, the lessons we learn this way are those we are most likely to remember.

. . . . . .

Fail, fail again . . . fail better

12 Everyone learns from mistakes. Yet, as obvious as the idea seems, scientists have done little research to measure how making mistakes affects what we learn and how long those lessons stay with us. Some recent research has, however, focused on a related topic. It's about something known as learning through *inquiry*. From kindergarten through college, this technique is becoming popular. It basically means to learn by doing.

13 Joe Levine is a big supporter of this learning style. A biologist and science teacher, he is an author of one of the most widely used high school biology textbooks.

14 Students learn best by coming up with their own research questions and then testing them, he's found. What's more, he adds, students who practice this method in middle school and high school are more likely to continue to study science in college.

Students take the lead

15 Ellen Granger heads the Office of Science Technology at Florida State University in Tallahassee. She has found that putting students at the center of learning helps science students achieve more. Her 2012 study worked with fourth- and fifth-graders. However, she says, her results should apply to students at any age.

16 Whether they're kindergartners or college students, "It doesn't matter," Granger says. "We're finding the same things. . . . When you must do the sense-making, you learn better." *Sense-making*? This is a term Granger uses to refer to students who try to personally make sense of a concept or process.

17 Success requires that you think creatively, not just take things at face value, she says. But you don't have to go it alone. The approach calls for teachers to offer some guidance. Here, teachers aren't supposed to tell you how something works. Instead, they should indirectly point the way by offering some careful, thought-provoking questions.

. . . . . .

Creativity is full of mistakes

18 Making mistakes can spark learning and creativity at any age and in any field. First, it takes conquering a significant fear. "Our fear of mistakes has hugely impeded our creativity," says Margaret Heffernan. She is the author of the 2011 book *Willful Blindness: Why We Ignore the Obvious at Our Peril*.

19 "Our very competitive upbringing constrains our ability to do wildly creative work," she says. "That's why I'm very interested in people making mistakes and celebrating them."

20 Heffernan urges students to value the process of thinking, and not just getting the "right" answer. "Messiness, making mistakes: There's fantastically rich ground here for creativity and exploration," she says.

Passage 2

Excerpt from "New Math: Fail + Try Again = Real Learning"

by Susan Moran

Teachers increasingly urge students to risk failing as a route to ultimate success.

21 Learning from mistakes is hardly a new teaching or life philosophy. A century ago, after five months and more than 9,000 experiments, famed inventor Thomas Edison still wasn't able to make a new type of storage battery work, according to a 1910 authorized biography. When a colleague pointed out all that effort had failed to yield any results, Edison retorted: "Results! Why, man, I have gotten a lot of results! I know several thousand things that won't work."

22 That adage is as enduring in the humanities as it is in science. Irish playwright and novelist Samuel Becket, who died in 1989, said: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better."

To grow, accept failure

23 Although it seems axiomatic that we learn and grow through trial and error, few studies have looked specifically at how making mistakes affects a student's ability to learn. Even so, a teaching approach that embraces this style of learning has been gaining traction in K–12 and university curricula. It's called *inquiry-based learning*, which basically means that students uncover knowledge by themselves. It is also sometimes called problem- or *discovery-based learning*.

24 At the forefront of the movement to spread inquiry-based learning is Mary Walker, a clinical professor in the natural sciences at the University of Texas at Austin. She also is associate director of the UTeach program there.

25 "If you're engaged in a hard problem, you're developing an attitude that failure is okay," says Walker. "Accepting failure helps you learn," she notes. Moreover, you're learning by working together.

. . . . . .

Don't assume failing is the same as falling

26 More data have emerged about *student-centered instruction*. As Walker suggests, the technique often goes hand-in-hand with inquiry-based learning. Students often teach and mentor one another.

27 Ellen Granger, who heads the Office of Science Teaching Activities at Florida State University (which has its own UTeach program), published one such study in 2012. It compared how student-centered versus teacher-centered approaches affected fourth- and fifth-grade students' understanding of space-science concepts. The researchers found that learning outcomes were higher for students who enrolled in science classes that take a student-centered approach. Some of these effects were both significant and persistent. For instance, her team measured a positive influence on scores for tests administered 5.5 months after the original instruction.

28 Granger's subjects were fourth and fifth graders. But taken together with other studies on student learning, she says, the results appear to apply to all students — from kindergarten through college. "It doesn't matter whether we're talking about K–5, 9–12 or undergraduates," she says. "We're finding the same things. . . . When you must do the sense-making, you learn better."

29 By *sense-making*, she means that the students must actively engage in making sense of a concept or process. Teachers should not just explain how something works. Their students must instead attempt to think critically, guided by a teacher's careful questioning. An added bonus: Students seem to take pride in figuring things out by themselves.

30 Biologist and science educator Joseph Levine co-authored *Biology*, a widely used high school textbook. This educator at the Museum Institute for Teaching Science at the Marine Biological Laboratory, in Woods Hole, Mass., also is trying to put inquiry-based learning into practice. His tactic: Enticing teachers to leave their classrooms for some time out in the field. Along with colleague Barbara Bentley, the two take teachers to the tropical forests of Costa Rica for two weeks of professional training. Their goal: Inspire the instructors to teach more hands-on practices.

31 "Science is always dynamic and changing," says Levine. It's much more complicated than any simple cookbook experiment, he maintains. "Students come up with their own questions and test their hypotheses using data. It creates lots of opportunities for making mistakes."

Writing Prompt

> **"Results? Why, man, I have gotten a lot of results! I know several thousand things that won't work!" — Thomas Edison**

How does Thomas Edison's statement and attitude support the idea of student-centered learning? Write an explanatory essay answering this question. Develop your essay using clear and relevant evidence from **both** passages.

Manage your time carefully so that you can

- Plan your essay and do some prewriting in the space provided
- Write your essay on the lined pages of your answer document

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

TN437899

Item Label	TN437899	**Max Points**	N/A
Item Grade	08	**Item Content**	ELA
Item Type	extendedText	**Key**	na
DOK	N/A	**Rubric**	N/A
Standard 1 Code	8.W.TTP.2	**Standard 1 Text**	N/A
Standard 2 Code	N/A	**Standard 2 Text**	N/A

Read the passages and write a response to the writing task.

Passage 1

Embarrassed? Blame Your Brain

by Jennifer Connor-Smith

1 Remember when you could pick your nose in public or run outside in your underpants without a second thought? These days, you flood with embarrassment if your dad sings in front of your friends or you drop a tray in the cafeteria.

2 What changed? Not the rules about nose picking or your father's singing voice, but your brain.

It's All in Your Head

3 Sometime during middle school, changes in brain activity transform how we see the world. Spending time with other kids becomes a top priority. Hormones power up the brain's reward system, making hanging out with friends more fun than ever before. But these changes come with a down side. Fitting in becomes essential. Threat-detection systems focus on what other people think and scan for any hints of disapproval. Hormones push the brain's shame and self-consciousness systems into overdrive.

4 Because of these brain changes, teens start reacting more strongly to social problems. Scientists don't know this *just* from surviving middle school — they have evidence from laboratory research. During a challenge like giving a speech, teens release more stress hormones and have higher blood pressure than kids or adults. Teens don't even have to tackle a challenge to feel stressed. Even being watched over a video monitor makes teens sweat more than adults.

Words Do Hurt Like Sticks and Stones

5 Why do we use pain words, like "hurt feelings" and "broken hearted," to talk about problems with other people? Maybe because our brains react to physical pain and social rejection in the same way. Psychologists explore this connection between physical and social pain by measuring brain activity while people play a computer game called Cyberball.

6 In Cyberball, research participants play a game of catch online with two other players. At least, that's what they believe is happening. In reality, the other "players" are fake, just part of the game's programming. The game starts fair, with the players programmed to share the ball with the research participant. Then, with no warning, the players start throwing the ball only to each other, leaving the research participant out completely.

7 No big surprise — teens in these Cyberball experiments feel sad and rejected. The surprising part? Rejection activates the same brain systems that physical pain triggers. Brain scans show that rejection fires up the "Ow!" part of our brain that makes pain upsetting. Without this pain-response system, we would recognize physical pain, but it wouldn't bother us. This physical pain system also responds to many kinds of social pain, like thinking about a breakup or being called boring.

8 Some people have especially reactive pain-response systems. A stronger "Ow!" brain response in the lab translates to people feeling more rejected, self-conscious, and sad in real life. Differences in pain-system reactivity may help explain why rejection hurts teenagers more than young kids. In Cyberball experiments

comparing children to teens, teens activate brain systems related to pain and sadness more strongly.

Embarrassment Has an Unfair Advantage

9 Our thoughts and feelings depend on the balance between many different brain systems. Activity in one system can amplify or cancel out activity in another. Because our brains take more than two decades to develop, some brain systems come online sooner than others. Unfortunately, the systems that trigger embarrassment and fear of rejection fire up years before the systems that tame bad feelings.

10 Imagine a tug-of-war with fear of rejection, the desire to fit in, and self-consciousness all pulling on the same side. With nothing pulling against them, they easily drag in all sorts of bad feelings. This imbalance means even small problems, like tripping in the hallway, can trigger a wave of embarrassment.

11 Brain scans reveal that adults unleash a powerful defender to pull the brain back into balance. Adult brains quickly fire up systems to soothe anxiety and generate positive thoughts. These systems help balance out concern about what other people think, so adults feel less hurt and embarrassed by rejection.

12 Wouldn't it be better if we could just turn off hurt feelings, embarrassment, and the desire to fit in? Probably not. Before modern society, people needed to belong to a group to survive. Without a group, people couldn't find enough food or protect themselves. Fear of rejection forced people to behave well enough for the community to keep them around.

13 Our lives don't depend on social acceptance anymore, but social pain is still helpful. Fear of rejection pulls on the right side in the tug-of-war against mean or selfish behavior. Shame punishes us for lying or cheating, even if we don't get caught. Social pain hurts, but it also makes us nicer. Brain scans show that teens with strong pain-response systems give more support to other kids.

14 Unfortunately, knowing the benefits of social pain won't save you from a flash of humiliation when your mom reminds you to take a "potty break" in front of your friends. But you can take comfort in reminding yourself that the pain makes you a better person. Maybe even one less likely to embarrass your own kids someday.

Passage 2

Use It or Lose It: A Good Brain Pruning

by Laura K. Zimmermann

15 WARNING! As you read this, parts of your brain are disappearing. On the plus side, other parts of your brain, like the ones you are using to read this, are getting stronger. It's a competition for survival, and the main players are neurons. Neurons are brain cells that process information by communicating with other neurons. Many have branches like a tree, with shorter "tree-top" branches that receive messages and a long branch, the "tree trunk," that sends them. Whenever you experience something, neurons start sending messages to each other. Different experiences activate connections between different neurons, creating networks. And it is these networks that are responsible for what we sense, think, feel, and do. Or more precisely, networks whose connections survive are responsible. Other connections disappear.

Brutal but Necessary

16 When we are young we have way more connections between our neurons than we need. These extra connections are there, ready to be used to build networks for the things we experience. And if you experience the same things over and over, like when you practice doing math problems, playing an instrument, or your backhand swing in tennis, the stronger the networks related to these skills become. Over time the connections between the neurons we use more frequently are kept and the others are pruned away, much like the pruning of a tree. It's a dog-eat-dog world up there in your brain — you use it or you lose it.

17 But brutal though it may be, the pruning process is important too, because pruning allows your brain to become increasingly more specialized so that you are better at the skills and information you use. Look at it this way: Is it more important to be able to distinguish the sounds of every language in the world, or to learn the language your family and friends use? Because as a newborn you actually could perceive all of the world's language sounds, but that ability was pruned away long ago when you began to specialize in the languages used by the people around you.

Pruning the Teen Brain

18 Researchers used to think the pruning process slowed down after early childhood. They were wrong. Extra connections continue forming in different parts of the brain through the early teen years, with a second major pruning of these connections in later adolescence. So what does this mean for the teen brain? It is likely that, as in childhood, the extra connections set the stage for the pruning process that helps our brain become more efficient at processing the information we take in. But there are still many questions. For example, does having extra connections available help teens pick up new information and skills more easily? Are there times in adolescence when some things are easier to learn than others? There is still much to discover about what a good brain pruning in the teen years can do.

Writing Prompt

Each text discusses a different relationship between behavior and the brain. Write an essay explaining these relationships and how they are different from each other. Develop your essay by providing clear details and relevant evidence from **both** passages.

Manage your time carefully so that you can

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