

Tennessee Comprehensive Assessment Program

TCAP

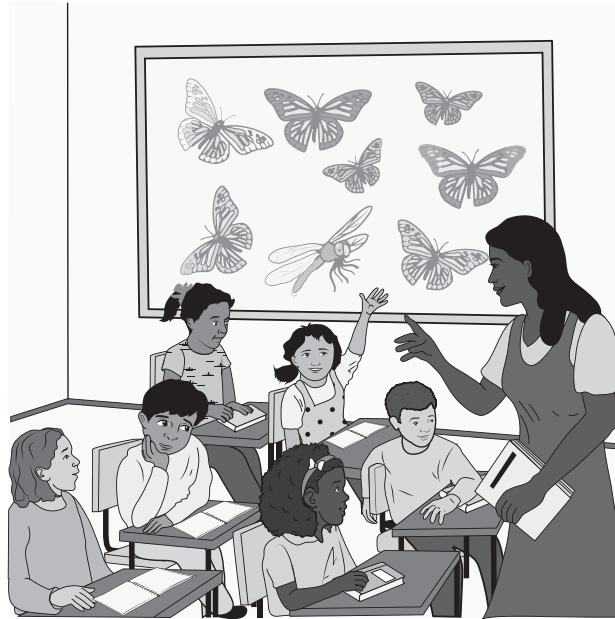
English Language Arts Grade 3 Item Release



Read the passage and answer the questions that follow.

Rory's Funny Story

by Janice Graham



- 1 Everybody in Rory's class had a Funny-but-True story to tell. The teacher, Mrs. Evans, had the best Funny-but-True stories of all. On Monday she told about her cat playing the piano. On Tuesday she told how she found a nibbled-on piece of bologna in the toe of her red high-heeled shoe. On Wednesday she told about a mysterious truck dumping a mountain of rocks in her driveway. The neighborhood kids climbed and played on it until the truck came back to move the mountain to the right address.
- 2 Mrs. Evans had a million funny stories. But Rory couldn't think of even one to tell.
- 3 "It's time again for our Funny-but-True stories," announced Mrs. Evans on Thursday. "Who has one today?"

- 4 Rory slumped in his chair.
- 5 “I have a Funny-but-True!” cried Dana, waving wildly. “My big sister lost her new diamond engagement ring. She was really worried. My mom looked in all the places my sister had been. And there it was in a basket of laundry, sparkling in the dirty socks!”
- 6 The class smiled, and some people chuckled. Rory leaned forward and plopped his chin on his desk. Nothing funny ever happened to him.
- 7 Friday’s Funny-but-True was the best one yet. Tad told how his sister had found a hairy black tarantula the size of her hand in the bathroom medicine chest. After she was through screaming her head off, she decided to keep the spider for a pet. Rory sighed. The class would laugh about that one all through lunch recess. Somewhere in his life there had to be one Funny-but-True story. But Rory knew his weekend would be just the same old boring thing.
- 8 Rory’s dad promised they would try out the new dome tent in the backyard Friday night. “Just my luck,” thought Rory when a lightning storm blew up. He shuffled into the house to find his dad had turned it into a campground. The new tent filled up the living room like a big blue elephant. “What next?” thought Rory.
- 9 On Saturday, Rory’s four-year-old sister decided to see if her baby bunny could swim. Just in time Rory saved the soggy bunny from a bucket of water. While Mom gently blow-dried the little rabbit, he explained to his sister that bunnies can’t swim. “Silly kid,” thought Rory.
- 10 On Sunday Rory and his family piled into the car and headed for Grandma’s house. Passing drivers stared and pointed. When they got there, Rory discovered that their cat, Tiger, had ridden to Grandma’s on the roof of the car. “Dumb cat,” thought Rory.

- 11 “Time for Funny-but-Trues!” said Mrs. Evans on Monday. Rory looked around the room. He was sure Dana or Tad had another great story, but nobody spoke up.
- 12 “Rory, how about you?” asked Mrs. Evans.
- 13 Rory shook his head. “Nothing funny ever happens to me.”
- 14 “Oh, I bet funny things happen all the time,” said Mrs. Evans.
- 15 “Tell us about your weekend.”
- 16 Rory told about sleeping in a tent in the living room. The class looked surprised. He saw a few smiles. Next he told about the bunny’s swimming lessons. A few people giggled. When he told about Tiger riding on the roof of the car all the way to Grandma’s house, the class broke into roars of laughter.
- 17 Rory tried, but he couldn’t stop laughing either.

“Rory’s Funny Story” by Janice Graham from HIGHLIGHTS FOR CHILDREN, March 2000. Copyright © 2000 Highlights for Children, Inc. All rights reserved.

00**Read this sentence from paragraph 16.**

When he told about Tiger riding on the roof of the car all the way to Grandma’s house, the class broke into roars of laughter.

The phrase “broke into roars of laughter” means that the laughter

- Ⓐ came from different parts of the class.
- Ⓑ was sudden and loud.
- Ⓒ was frightening.
- Ⓓ came from the car.

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What is the **main** purpose of paragraph 1?

- Ⓐ to show that Rory does not have any funny stories
- Ⓑ to give examples of some funny-but-true stories
- Ⓒ to explain that the other students all have funny stories
- Ⓓ to describe Rory's problem with his teacher

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Why is Rory unhappy in class?

- Ⓐ He thinks nothing funny happens to him.
- Ⓑ He thinks the other kids' stories are boring.
- Ⓒ He does not like his teacher's stories.
- Ⓓ He is embarrassed that everyone is laughing at him.

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What do paragraphs 3 and 4 tell the reader about Rory?

- Ⓐ He is tired and wishes class were over.
- Ⓑ He does not want the teacher to call on him.
- Ⓒ He likes to laugh at the other kids' stories.
- Ⓓ He never sits up straight in class.

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In paragraph 5, what does the phrase “waving wildly” tell the reader about Dana?

- Ⓐ She gets embarrassed about talking in class.
- Ⓑ She wants to hear Rory’s funny story.
- Ⓒ She wants to ask a question.
- Ⓓ She is eager to share her story with the class.

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

Part A

How does Rory feel at first when Mrs. Evans calls on him?

- Ⓐ eager because he likes telling stories in class
- Ⓑ embarrassed because the other kids might laugh at him
- Ⓒ excited because of all the things that happened over the weekend
- Ⓓ disappointed because he doesn't have anything to tell the class

Part B

Which detail **best** supports the answer to Part A?

- Ⓐ Rory tells the class about sleeping in a tent in the living room.
- Ⓑ Rory can't stop laughing.
- Ⓒ Rory says that nothing funny ever happens to him.
- Ⓓ Rory talks about the bunny's swimming lessons.

Read the passage and answer the questions that follow.

Tatenda Teaches His Town

by Cecil Dzwowa

- 1 Like many families in Sanyati, a small countryside town in western Zimbabwe,¹ Tatenda's family does not have a television. One day after school, Tatenda arrived home tired and decided to rest on the sofa. But just before he sat down, he noticed something unusual in the house. "At first, I thought Dad had bought a television set, but when my mother said it was a computer, I was disappointed."
- 2 It's not that Tatenda didn't like computers; he just didn't know how to use them.
- 3 For almost two weeks, the gift lay idle in the house. Tatenda and his father didn't even know how to turn it on. "Nobody in our neighborhood knew how to operate a computer," Tatenda said.
- 4 But things changed when Amina, a young family friend, came from Harare, Zimbabwe's capital city, to visit. Amina knew all about computers and was a good teacher, too.

Pressing the Wrong Buttons

- 5 At first, Tatenda and Amina were frustrated as Tatenda struggled to learn. "I was always pressing the wrong buttons," Tatenda remembered. "But I kept on going because I was eager to learn." Amina realized then that she could not keep Tatenda away from the computer. After three weeks, Tatenda mastered some computer basics, such as opening and closing files. But he was taking a long time to learn.

¹**Zimbabwe:** a country in Africa

- 6 Tatenda kept on practicing after Amina left. His speed slowly improved. By the time Amina returned, Tatenda felt comfortable with the computer.
- 7 Meanwhile, Tatenda’s friends wondered what had happened to him. Tatenda had not told them about his new gadget. He no longer played soccer after school like he used to. “Even if he came, he did not spend much time with us. He always had an excuse for going back home,” his friend Saidi said.
- 8 Tatenda’s friends worried. Were Tatenda’s parents preventing him from playing with them? Did one of them do something wrong? Did Tatenda have new friends?
- 9 One day, Saidi, along with two other friends, Themba and Solomon, surprised Tatenda at home. When they arrived, Tatenda was so busy on the computer that he did not hear them. His mother opened the door and let his friends inside. They couldn’t believe what they saw — a computer and Tatenda operating it.
- 10 “It was too late,” Tatenda recalled. “My secret was out.”

Master of the Keys

- 11 But it was a new beginning for the three friends. After that surprise visit, they came to see Tatenda work on the computer. Then Tatenda let them press a button or two and shake the mouse for fun. Slowly, he taught them how to use the computer. Saidi took about three months to learn the basics; Themba, about four months; and Solomon, a year.
- 12 It wasn’t long before the neighborhood kids wanted to learn, too! “There were so many kids coming to see him that we had to move the computer out of his room into a bigger room,” his mother said.
- 13 And even more kids came. Tatenda worried. The computer began to experience problems because the kids were pressing too many buttons. So he came up with a plan. He began

charging for lessons. But this did not stop more kids from coming. Those whose parents did not have money paid with chickens or goats.

14 Tatenda has taught computer skills to 30 students from his local school, and the number continues to grow. There are 600 students there and no computer. Two of the teachers at his school are also his students. "He is a bright kid and a good teacher," said Mrs. Magumise, one of Tatenda's schoolteachers.

15 With the money earned from teaching, Tatenda has bought a television and radio for his family. And he plans to buy a new computer. He also plans to keep on teaching. The people of Sanyati couldn't be more pleased. Tatenda has single-handedly introduced computers to his town and is simply known there as "Teacher."

"Tatenda Teaches His Town" by Cecil Dzwowa from HIGHLIGHTS FOR CHILDREN, June 2013. Copyright © 2013 Highlights for Children, Inc. All rights reserved.

00**Read the sentence about the passage.**

Tatenda wanted to discontinue giving free computer lessons.

What does the word discontinue mean?

- ☐ Ⓐ stop
- ☐ Ⓑ offer
- ☐ Ⓒ create
- ☐ Ⓓ remain

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

Part A

What is a main idea of the passage?

- Ⓐ Computers can bring people together.
- Ⓑ Young people learn things faster than older people.
- Ⓒ Soccer is the best sport for young people to play.
- Ⓓ People must go to college to become good teachers.

Part B

Which detail is the **best** support for the correct answer to Part A?

- Ⓐ Tatenda did not know how to use a computer at first.
- Ⓑ Tatenda stopped playing soccer with his friends after school.
- Ⓒ Tatenda taught computer skills to 30 students in his school.
- Ⓓ Tatenda bought a new television with the money he earned.

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

Part A

Which sentence correctly states the author's point of view about Tatenda?

- Ⓐ The author thinks what Tatenda has done is very important.
- Ⓑ The author thinks Tatenda should work harder.
- Ⓒ The author wishes Tatenda would continue to learn from Amina.
- Ⓓ The author thinks Tatenda talks about money too much.

Part B

Which sentence **best** supports the correct answer to Part A?

- Ⓐ "... Tatenda arrived home tired and decided to rest on the sofa." (paragraph 1)
- Ⓑ "He no longer played soccer after school like he used to." (paragraph 7)
- Ⓒ "'It was too late,' Tatenda recalled." (paragraph 10)
- Ⓓ "Tatenda has single-handedly introduced computers to his town and is simply known there as 'Teacher.'" (paragraph 15)

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What does gadget mean as it is used in paragraph 7?

- Ⓐ friend
- Ⓑ school
- Ⓒ game
- Ⓓ computer

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

Part A

When the author says, “Tatenda felt comfortable with the computer,” what does he mean?

- Ⓐ Tatenda learned how to put the computer together.
- Ⓑ Tatenda was ready for a newer computer.
- Ⓒ Tatenda learned to use his time wisely when working on the computer.
- Ⓓ Tatenda had mastered using the computer.

Part B

Which detail **best** supports the correct answer to Part A?

- Ⓐ Tatenda practiced and improved.
- Ⓑ Amina returned to Tatenda’s house.
- Ⓒ Tatenda’s students visited him.
- Ⓓ Tatenda stopped playing with his friends.

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

Part A

What does the word charging mean in paragraph 13?

- Ⓐ asking for money
- Ⓑ accusing someone of doing wrong
- Ⓒ rushing toward or against
- Ⓓ paying for something later

Part B

Which detail from paragraph 13 **best** supports the correct answer to Part A?

- Ⓐ More kids came to Tatenda's house.
- Ⓑ The computer began to experience problems.
- Ⓒ Tatenda came up with a new plan.
- Ⓓ Some parents paid with animals instead of cash.

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Which sentence shows the author's point of view?

- Ⓐ The author wants Tatenda to play soccer.
- Ⓑ The author thinks Tatenda is successful.
- Ⓒ The author thinks Tatenda is selfish.
- Ⓓ The author wants Tatenda to play with his friends again.

00**Read this sentence about the passage.****Tatenda was a gifted teacher.**

When the suffix **-ed** is added to **gift**, what does the word gifted mean?

- Ⓐ being lucky
- Ⓑ giving something
- Ⓒ having much talent
- Ⓓ wanting many things

00**Read this sentence from paragraph 1.**

But just before he sat down, he noticed something unusual in the house.

What is the meaning of the prefix **un-** in the word unusual?

- ☐ Ⓐ more
- ☐ Ⓑ not
- ☐ Ⓒ again
- ☐ Ⓓ under

Metadata- English

Passage

Passage UIN	Grade	Passage Title	Lexile Level	Word Count
TN335446	3	Rory's Funny Story	580L	552

Metadata Definitions:

Passage UIN	Unique letter/number code used to identify the passage(s) that go with this item.
Grade	Grade level or Course.
Passage Title	Title of the passage(s) associated with this item.
Lexile Level	Readability level for passage.
Word Count	Count of words in the passage.

Items

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards
4	TN935866	3	MC	B	2	3.RL.CS.4
5	TN835562	3	MC	B	2	3.RL.CS.5
6	TN035779	3	MC	A	2	3.RL.KID.1
7	TN535799	3	MC	B	2	3.RL.KID.3
8	TN635807	3	MC	D	2	3.RL.KID.3
9	TN535811	3	Composite	D; C	2	3.RL.KID.1

Metadata Definitions:

UIN	Unique letter/number code used to identify the item.
Grade	Grade level or Course.
Item Type	Indicates the type of item. MC= Multiple Choice; MS= Multiple Select
Key	Correct answer. This may be blank for constructed response items where students write or type their responses.
DOK	Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1 = Recall or simple reproduction of information; 2 = Skills and concepts: comprehension and processing of text; 3 = Strategic thinking, prediction, elaboration.
TN Standards	Primary educational standard assessed.

Metadata- English

Passage

Passage UIN	Grade	Passage Title	Lexile Level	Word Count
TN549174	3	Tatenda Teaches His Town	660L	649

Metadata Definitions:

Passage UIN	Unique letter/number code used to identify the passage(s) that go with this item.
Grade	Grade level or Course.
Passage Title	Title of the passage(s) associated with this item.
Lexile Level	Readability level for passage.
Word Count	Count of words in the passage.

Items

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards
13	TN049226	3	MC	A	2	3.FL.VA.7a.i
14	TN357133	3	Composite	A; C	3	3.RI.KID.2
15	TN457121	3	Composite	A; D	3	3.RI.CS.6
16	TN757090	3	MC	D	2	3.RI.CS.4
17	TN357152	3	Composite	D; A	2	3.RI.KID.1
18	TN057113	3	Composite	A; D	2	3.RI.CS.4
19	TN657183	3	MC	B	2	3.RI.CS.6
20	TN379215	3	MC	C	2	3.FL.VA.7a.ii
21	TN039203	3	MC	B	1	3.FL.PWR.3a

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