Tennessee TCAP 2023 Grade 8 English Language Arts

Exam Materials
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Answer Key Materials
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Tennessee Comprehensive Assessment Program

TCAP

English Language Arts
Grade 8 Item Release

TN Department of Education

TN672615

Read the passage and answer the questions that follow.

Excerpt from *O Pioneers*!

by Willa Cather

1 One January day, thirty years ago, the little town of Hanover, anchored on a windy Nebraska tableland, was trying not to be blown away. A mist of fine snowflakes was curling and eddying about the cluster of low drab buildings huddled on the gray prairie, under a gray sky. The dwelling-houses were set about haphazard on the tough prairie sod; some of them looked as if they had been moved in overnight, and others as if they were straying off by themselves, headed straight for the open plain. None of them had any appearance of permanence, and the howling wind blew under them as well as over them. The main street was a deeply rutted road, now frozen hard, which ran from the squat red railway station and the grain "elevator" at the north end of the town to the lumber yard and the horse pond at the south end. On either side of this road straggled two uneven rows of wooden buildings; the general merchandise stores, the two banks, the drug store, the feed store, the saloon, the post-office. The board sidewalks were gray with trampled snow, but at two o'clock in the afternoon the shopkeepers, having come back from dinner, were keeping well behind their frosty windows. The children were all in school, and there was nobody abroad in the streets but a few rough-looking countrymen in coarse overcoats, with their long caps pulled down to their noses. Some of them had brought their wives to town, and now and then a red or a plaid shawl flashed out of one store into the shelter of another. At the hitch-bars along the street a few heavy work-horses, harnessed to farm wagons, shivered under their blankets. About the station everything was quiet, for there would not be another train in until night.

2 On the sidewalk in front of one of the stores sat a little Swede boy, crying bitterly. He was about five years old. His black cloth coat was much too big for him and made him look like a little old man. His shrunken brown flannel dress had been washed many times and left a long stretch of stocking between the hem of his skirt and the tops of his clumsy, copper-toed shoes. His cap was pulled down over his ears; his nose and his chubby cheeks were chapped and red with cold. He cried quietly, and the few people who hurried by did not notice him. He was afraid to stop any one, afraid to go into the store and ask for help, so he sat wringing his long sleeves and looking up a telegraph pole beside him, whimpering, "My kitten, oh, my kitten! Her will fweeze!" At the top of the pole crouched a shivering gray kitten, mewing faintly and clinging desperately to the wood with her claws. The boy had been left at the store while his sister went to the doctor's office, and in her absence a dog had chased his kitten up the pole. The little creature had never been so high before, and she was too frightened to move. Her master was sunk in despair. He was a little country boy, and this

village was to him a very strange and perplexing place, where people wore fine clothes and had hard hearts. He always felt shy and awkward here, and wanted to hide behind things for fear someone might laugh at him. Just now, he was too unhappy to care who laughed. At last he seemed to see a ray of hope: his sister was coming, and he got up and ran toward her in his heavy shoes.

3 His sister was a tall, strong girl, and she walked rapidly and resolutely, as if she knew exactly where she was going and what she was going to do next. She wore a man's long ulster[1] (not as if it were an affliction, but as if it were very comfortable and belonged to her; carried it like a young soldier), and a round plush cap, tied down with a thick veil. She had a serious, thoughtful face, and her clear, deep blue eyes were fixed intently on the distance, without seeming to see anything, as if she were in trouble. She did not notice the little boy until he pulled her by the coat. Then she stopped short and stooped down to wipe his wet face.

4 "Why, Emil! I told you to stay in the store and not to come out. What is the matter with you?"

5 "My kitten, sister, my kitten! A man put her out, and a dog chased her up there." His forefinger, projecting from the sleeve of his coat, pointed up to the wretched little creature on the pole.

6 "Oh, Emil! Didn't I tell you she'd get us into trouble of some kind, if you brought her? What made you tease me so? But there, I ought to have known better myself." She went to the foot of the pole and held out her arms, crying, "Kitty, kitty, kitty," but the kitten only mewed and faintly waved its tail. Alexandra turned away decidedly. "No, she won't come down. Somebody will have to go up after her. I saw the Linstrums' wagon in town. I'll go and see if I can find Carl. Maybe he can do something. Only you must stop crying, or I won't go a step. Where's your comforter? Did you leave it in the store? Never mind. Hold still, till I put this on you."

7 She unwound the brown veil from her head and tied it about his throat.

[1] **ulster:** a long, loose overcoat.

TN872843_4

00. What does the word affliction mean as it is used in paragraph 3?

A. relief

B. trend

C. duty

D. burden

TN272793_4:1

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

Part A

What is the author establishing through the imagery of Hanover in paragraph 1?

A. Its children are rude and unkind.

B. It has been mostly abandoned.

C. Its townspeople are untrusting.

D. It can be a difficult and dreary place.

Part B

Which detail from paragraph 1 **best** supports the correct answer to Part A?

A. “None of them had any appearance of permanence, and the howling wind blew under them as well as over them.”

B. “On either side of this road straggled two uneven rows of wooden buildings; the general merchandise stores, the two banks, the drug store, the feed store, the saloon, the post-office.”

C. “The board sidewalks were gray with trampled snow . . .”

D. “The children were all in school, and there was nobody abroad in the streets . . .”

TN972839_1

00. What does the word resolutely mean as it is used in paragraph 3?

A. in a determined way

B. in a distracted way

C. in an urgent way

D. in a worried way

TN772852_1:1

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

Part A

What do the actions of Alexandra **most** strongly suggest about her character?

A. She is confident and resourceful.

B. She is hard-working and ambitious.

C. She is self-centered and ignores others.

D. She is stern and has high expectations.

Part B

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

A. “His sister was a tall, strong girl, and she walked rapidly and resolutely, as if she knew exactly where she was going and what she was going to do next.” (paragraph 3)

B. “She had a serious, thoughtful face, and her clear, deep blue eyes were fixed intently on the distance, without seeming to see anything, as if she were in trouble.” (paragraph 3)

C. “She did not notice the little boy until he pulled her by the coat. Then she stopped short and stooped down to wipe his wet face.” (paragraph 3)

D. “‘Why, Emil! I told you to stay in the store and not to come out. What is the matter with you?’” (paragraph 4)

TN672865_2

00. Which meaning of the word wretched is used in paragraph 5?

A. sorrowful

B. miserable

C. worthless

D. hateful

TN172818_1

00. How does the kitten’s plight change Emil’s usual behavior?

A. It makes him so upset that he does not hide from the townspeople.

B. It makes him so frightened that he does not huddle in the cold.

C. It makes him so worried that he forgets to find his sister.

D. It makes him so sad that he cannot ask anyone for help.

TN772872_4

00. Which statement is the **best** summary of the passage?

A. In the small prairie town of Hanover, Nebraska, most people are inside, out of the cold wind and swirling snow. However, one little farm boy sits outside shivering and crying about his kitten. His sister Alexandra has gone to the doctor, and Emil will stay on the sidewalk until she returns.

B. Hanover, Nebraska, is a small town of rough homes and a main street where stores, banks, and a post-office provide goods and services for those who farm the nearby plains. On a snowy afternoon, a girl from one of those farms comes into town with her little brother and his tiny kitten.

C. The town of Hanover, Nebraska, has a railway station at one end and a horse pond at the other. Lining its main street are stores, two banks, a post-office, and a school. Emil, a boy from a nearby farm, sits in front of one of those stores. He is cold, miserable, and crying.

D. It is winter in Hanover, Nebraska, and Emil, a little boy from a nearby farm, sits crying in front of a store. He fears for his kitten, stuck on a tall pole, and is afraid to ask for help. However, he brightens at the approach of his big sister, Alexandra, who takes charge of the situation.

TN772827_3:4

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

Part A

What important idea about the town of Hanover is developed through Emil's perspective?

A. The weather prevents people from lingering outside.

B. People are too busy to interact with their neighbors.

C. A divide exists between the townspeople and the farmers.

D. People are too afraid to ask questions or form new relationships.

Part B

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

A. "The board sidewalks were gray with trampled snow, but at two o'clock in the afternoon the shopkeepers, having come back from dinner, were keeping well behind their frosty windows." (paragraph 1)

B. "At the hitch-bars along the street a few heavy work-horses, harnessed to farm wagons, shivered under their blankets." (paragraph 1)

C. "His cap was pulled down over his ears; his nose and his chubby cheeks were chapped and red with cold." (paragraph 2)

D. "He was a little country boy, and this village was to him a very strange and perplexing place, where people wore fine clothes and had hard hearts." (paragraph 2)

TN153430

Read the passage and answer the questions that follow.

How Science Saved the Eiffel Tower

by Ron Cowen

1 Close your eyes and picture the city of Paris. Now imagine the city without its most famous landmark: the Eiffel Tower.

2 The unthinkable almost happened.

3 When French engineer Gustave Eiffel built this tower for the Paris World's Fair of 1889, it created a sensation. The iron structure contrasted sharply with the historic stone buildings of Paris. What's more, at 300 meters (984 feet), it became the tallest structure in the world. It dwarfed the previous record holder — the 169.3-meter (555-foot) Washington Monument in the U.S. capital.

4 Eiffel's four-legged iron archway was supposed to last only 20 years. That's when Eiffel's permit to operate the building would expire and the city could choose to tear it down.

5 And it initially seemed the building indeed was in peril. Three hundred prominent artists and writers publicly expressed their hatred for Eiffel's iron giant. In a petition published in the French newspaper *Le Temps* just as construction was beginning, the group referred to the Tower as a "giddy ridiculous tower dominating Paris like a gigantic black smokestack."

6 A French novelist of the time, Charles-Marie-Georges Huysmans, declared that "it is hard to imagine" that people will allow such a building to stay.

7 Yet from the beginning, Eiffel had a strategy to save his building. If the Tower was linked to important research, he reasoned, no one would dare take it down. So he would make it a grand laboratory for science.

8 Areas of research would include weather and the brand-new fields of powered flight and radio communications. "It will be an observatory and a laboratory such as science has never had at its disposal," Eiffel bragged in 1889.

9 And his strategy worked. This year marks the iconic structure's 125th birthday. Over the years, research conducted there has brought dramatic and unexpected payoffs. During World War I, for instance, the French army used the Tower as a giant ear to intercept radio messages. It even led to the arrest of one of the war's most famous and notorious spies.

Not a moment to lose

10 Yet the Tower's studies would go beyond Eiffel's wish to preserve his building, says Bertrand Lemoine. He directs research at the French National Center for Scientific Research in Paris. In 1893, not long after the Tower's completion, Eiffel resigned from his engineering firm. He now had the time — and money — to explore his keen interest in the natural world.

11 And he wasted no time.

12 Scientific research began just one day after the Tower opened to the public on May 6, 1889. Eiffel installed a weather station on the Tower's third (and highest) floor. He connected instruments by wire to the French weather bureau in Paris. With these, he measured wind speed and air pressure.

13 In fact, one of the more striking instruments installed on the Tower from its earliest days was a giant manometer. It's a device that measures the pressure of gases or liquids. A manometer consists of a U-shaped tube containing mercury or another liquid at the bottom. One end of the "U" is open to the air, the other is sealed off. The difference in height of the liquid in the two parts of the U is a measure of the pressure of the air (or liquid) bearing down on the open end.

14 By 1900, manometers were common. But the Tower's enormous one stretched from its summit to its base. The length of the tube enabled scientists to measure pressures 400 times greater than that at sea level. Until now, no one had been able to measure pressures this high.

15 French scientists already had succeeded in measuring temperatures to an accuracy of one hundredth of a degree Celsius. But no one had tried to put those recordings in any kind of meaningful chart or graph. Eiffel was the first, notes Joseph Harriss, author of *The Tallest Tower* (Unlimited Publishing, 2008). From 1903 through 1912, Eiffel used his own money to publish charts and weather maps. These helped the French Weather Bureau adopt a more scientific approach to weather measurements, Harriss explains.

A wind laboratory

16 The Tower also played a pivotal role in the emerging field of aerodynamics. That's the study of how air moves around objects. Eiffel had first seriously considered the effects of wind as he began designing his building. He feared that a strong air current might topple the Tower. But he also was interested in aviation. In 1903, the Wright brothers piloted the first motorized airplane. That same year, Eiffel began studying the motion of objects racing down a cable from the Tower's second floor.

17 He sent objects of different shapes down the 115-meter (377-foot) cable. Wires linked these objects to recording devices. Those devices measured the

speed of the objects and the pressure of air along the direction of travel. Some of the objects Eiffel studied moved as fast as 144 kilometers (89 miles) per hour. That was speedier than early aircraft.

18 *Scientific American* reported on one of these early experiments in its March 19, 1904, issue. A heavy cylinder, capped by a cone, sped down the cable in just 5 seconds. Eiffel had installed a flat plate in front of the cylinder.

19 So during the object's descent, the wind's pressure thrust that plate backward. This provided a new way of measuring the resistance that air exerts on a moving object.

20 Conducting hundreds of such experiments, Eiffel confirmed that this resistance increases in proportion to the square of the object's surface. So doubling the size of the surface would quadruple the wind resistance. This finding would prove an important guide in designing the shape of airplane wings.

21 In 1909, Eiffel built a wind tunnel at the bottom of the Tower. It's a large tube through which a strong fan pushes air. Air flowing around stationary objects placed in the tunnel would mimic effects during flight. This allowed Eiffel to test several models of airplane wings and propellers.

22 The findings provided new insight into how airplane wings get their lift. When nearby residents complained about the noise, Eiffel constructed a larger and more powerful wind tunnel in Auteuil, a few kilometers away. That research center — the Eiffel Aerodynamics Laboratory — still stands. Today, however, engineers use it to test the wind resistance of cars, not planes.

Saved by radio

23 Despite these successes, it was another area of research — radio — that ensured Eiffel's Tower would not be torn down.

24 In late 1898, Eiffel invited inventor Eugène Ducretet (DU-kreh-TAY) to carry out experiments from the Tower's third floor. Ducretet was interested in making practical use of radio waves. This electromagnetic radiation is generated, just as visible light is, by accelerating electrically charged particles.

25 In the 1890s, the main way that people communicated over long distances was by using a telegraph. This device conveyed messages, using a special code, across an electric wire. Ducretet became the first person in France to transmit telegraph messages without the wires. Radio waves carried the messages.

26 His first wireless transmission took place on Nov. 5, 1898. He sent it from the third floor of the Tower to the historic Panthéon (PAN-thay-ohn), a burial place for famous citizens of Paris that was 4 kilometers (2.5 miles) away. One year later,

wireless messages were sent for the first time from France to Great Britain across the English Channel.

27 In 1903, still worried that his building might be dismantled, Eiffel got a clever idea. He asked the French military to conduct its own research on radio communications at the Tower. He even paid the army's costs.

28 French army captain Gustave Ferrié (FAIR-ee-AY) worked from a wooden shack at the base of the Tower's southern pillar. From there, he made radio contact with forts around Paris. By 1908, the Tower was broadcasting wireless telegraph signals to ships and military installations as far away as Berlin in Germany, Casablanca in Morocco, and even North America.

29 Convinced of the importance of radio communications, the army set up a permanent radio station at the Tower. In 1910, the city of Paris renewed the structure's permit for another 70 years. The Tower was now saved and set to become the symbol of Paris.

TN256940_1,4

00. Read the last sentence of the passage.

The Tower was now saved and set to become the symbol of Paris.

Which **two** phrases from the passage mean about the same as “symbol of Paris”?

A. “most famous landmark” (paragraph 1)

B. “‘gigantic black smokestack’” (paragraph 5)

C. “grand laboratory” (paragraph 7)

D. “iconic structure” (paragraph 9)

E. “giant ear” (paragraph 9)

TN157001_1

00. According to the passage, why did Eiffel do research about wind?

A. to measure wind speed and resistance to air

B. to determine how wind changes air temperature

C. to determine the relationship between wind and radio waves

D. to measure the effects of wind on air pressure

TN456945_3

00. Why did the author **most likely** include the quotations in paragraphs 5 and 6?

A. to provide historical details about the building of the Eiffel Tower

B. to support the author’s own opinion that the Eiffel Tower should have been torn down

C. to provide evidence illustrating opinions of the many critics of the Eiffel Tower

D. to contrast the opinions about the Eiffel Tower of writers and artists with those of builders and business people

TN456951_4:2

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

Part A

Which inference about Eiffel is **best** supported by paragraph 16?

A. He was more interested in aviation than in aerodynamics.

B. He began research into aerodynamics soon after the first motorized flight.

C. He was envious of the work being done by the Wright brothers.

D. He built his Tower specifically to resist strong wind currents.

Part B

Select the sentence in paragraph 16 that **best** supports the correct answer to Part A.

A. “The Tower also played a pivotal role in the emerging field of aerodynamics.”

B. “Eiffel had first seriously considered the effects of wind as he began designing his building.”

C. “In 1903, the Wright brothers piloted the first motorized airplane.”

D. “That same year, Eiffel began studying the motion of objects racing down a cable from the Tower’s second floor.”

TN156988_2

00. What is the function of the last two sentences of paragraph 9?

A. They provide support for the idea that the Tower has become a beloved symbol of Paris due to its strategic military uses.

B. They provide examples to support the claim that scientific experiments done at the Tower have had beneficial results for France.

C. They provide historical background to show how the role of the Tower has changed over the years.

D. They provide evidence to support the claim that Eiffel's research is what saved the Tower from destruction.

TN856982_4

00. Which statement is a central idea of the passage?

A. The Eiffel Tower was saved from destruction when it became a key command post for the French military.

B. The Eiffel Tower's future was assured due to its status of having been the tallest structure in the world at one time.

C. The Eiffel Tower was saved because of the tireless efforts of citizen groups who worked to preserve it as a symbol of the city.

D. The Eiffel Tower endured despite its initial unpopularity because it became a useful structure for conducting various kinds of scientific research.

Metadata- English

Passage

Passage UIN	Grade	Passage Title	Lexile Level	Word Count
TN672615	8	from O Pioneers!	1080L	933

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
3	TN872843	8	MC	D	2	8.L.VAU.4a
4	TN272793	8	Composite	D; A	2	8.RL.KID.1
5	TN972839	8	MC	A	2	8.L.VAU.4a
6	TN772852	8	Composite	A; A	2	8.RL.KID.3
7	TN672865	8	MC	B	2	8.L.VAU.4a
8	TN172818	8	MC	A	2	8.RL.KID.3
9	TN772872	8	MC	D	2	8.RL.KID.2
10	TN772827	8	Composite	C; D	2	8.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
TN153430	8	How Science Saved the Eiffel Tower	990L	1355

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
15	TN256940	8	MS	A,D	2	8.L.VAU.4a
16	TN157001	8	MC	A	2	8.RI.KID.1
17	TN456945	8	MC	C	2	8.RI.CS.5
18	TN456951	8	Composite	D; B	2	8.RI.KID.1
19	TN156988	8	MC	B	2	8.RI.CS.5
20	TN856982	8	MC	D	2	8.RI.KID.2

Metadata Definitions:

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