

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 7 Item Release



Passage Information

Passage Code: TN701405	Passage Title:	
Reporting Category:		Grade Level: 7
Lexile Level: 0		Flesch-Kincaid: 0
Passage Accnum 1: VR012963		Passage Accnum 2:

Read the passage and answer the questions that follow.

Excerpt from *The Wanderer*

by Sharon Creech

- 1 I am not always such a dreamy girl, listening to the sea calling me. My father calls me Three-sided Sophie: one side is dreamy and romantic; one is logical and down-to-earth; and the third side is hardheaded and impulsive. He says I am either in dreamland or earthland or mule-land, and if I ever get the three together, I'll be all set, though I wonder where I will be then. If I'm not in dreamland or earthland or mule-land, where will I be?
- 2 My father says my logical side is most like him, and the dreamy side most like my mother, which isn't entirely fair, I don't think. My father likes to think of himself as a logical man, but he is the one who pores over pictures of exotic lands and says things like "We should go on a safari!" and "We should zip through the air in a hot-air balloon!"
- 3 And although my mother is a weaver and spins silky cloths and wears flowing dresses, she is the one who gives me sailing textbooks and makes me study water safety and weather prediction and says things like "Yes, Sophie, I taught you to sail, but that doesn't mean I like the idea of you being out there alone on the water. I want you to stay home. Here. With me. Safe."
- 4 My father says he doesn't know who my hardheaded mule side resembles. He says mules don't run in the family.
- 5 I am thirteen, and I am going to sail across the ocean. Although I would like to go alone — alone! alone! flying over the water! — I'm not. My mule-self begged a place aboard a forty-five-foot sailboat with a motley crew: three uncles and two cousins. The uncles — Stew, Mo, and Dock — are my mother's brothers, and she told them, "If the slightest harm comes to my Sophie, I'll string you all up by your toes." She isn't worried (although maybe she should be) about the influence of my cousin Brian — quiet, studious, serious Brian — but she frets over the bad habits I might learn from my other cousin, Cody. Cody is loud, impulsive, and charming in a way my mother does not trust. "He's *too* charming," she says, "in a dangerous sort of way."
- 6 My mother isn't the only person who is not thrilled for me to take this trip. My

uncles Stew and Mo tried their best to talk me out of it. "It's going to be a bunch of us guys, doing guy things, and it wouldn't be a very pleasant place for a girl," and "Wouldn't you rather stay home, Sophie, where you could have a shower every day?" and "It's a lot of hard work," and yakkety-yak they went. But I was determined to go, and my mule-self kicked in, spouting a slew of sailing and weather terms, battering them over the head with all the things I'd learned in my sailing books, and with some things I'd made up, for good measure.

7 Uncle Dock — the good uncle, I call him, because he's the one who doesn't see any harm in my coming — said, "Heck, she knows more about boats than Brian and Cody put together," and so they caved in.

8 There are two other reasons my mother has not tied me to my bed and refused to let me go. The first is that Uncle Dock gave her an extensive list of the safety provisions aboard the boat, which include a satellite navigator, the Global Positioning System. The second reason, not a very logical one, but one that somehow comforts my mother, is that Bompie is on the other side of the ocean. We will end up in Bompie's arms, and she wishes she could join us just for that moment.

9 Bompie is my grandfather — my mother's father, and also Uncle Dock, Stew, and Mo's father — and he lived with my parents for many years. He is like a third parent and I love him because he is so like me. He is a man of three sides, like me, and he knows what I am thinking without my having to say it. He is a sweet man with a honey tongue and he is a teller of tales.

10 At the age of seventy-two, Bompie decided to go home. I thought he was already in his home, but what he meant by home was the place where he was born, and that place was "the rolling green hills of England."

11 My father was wrong about mules not running in the family. When Bompie decided to return to England, nothing was going to stop him. He made up his mind and that was that, and off he went.

12 Bye-bye, Bompie.

Excerpt from *The Wanderer* by Sharon Creech. Copyright © 2000, Sharon Creech. First published by Joanna Cutler Books. Distributed by HarperCollins Publishers.

Item Information

Item Code:	TN805890	Position No:	1	Grade Level:	7
Standard Code:	7.RL.CS.6	Item Accnum:	VR018400		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN701405	Passage Code 2:			
Standard Text:	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	D	DOK Level:	3	Item Type:	O

What is Sophie's view of her parents in paragraphs 1–3?

- A.** Her parents spend too much time trying to understand her.
- B.** Her parents do not pay enough attention to what she is thinking.
- C.** Her parents are becoming more like each other as time goes on.
- D.** Her parents both have a logical and a dreamy side.

Item Information

Item Code: TN205879	Position No: 2	Grade Level: 7
Standard Code: 7.RL.CS.5	Item Accnum: VR018321	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN701405	Passage Code 2:	
Standard Text: Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.		
Reporting Category: 1: Reading: Literature		
Correct Answer: A	DOK Level: 3	Item Type: O

How are paragraphs 1–4 of the passage connected to paragraph 5?

- A.** The narrator gives information about herself and her parents before she tells her age and her plans.
- B.** The narrator suggests that her parents have disagreed about what she wants to do before she tells what that is.
- C.** The narrator explains that she is confused about herself before she tells why this is true.
- D.** The narrator hints that she has made a difficult decision before she explains what she was trying to decide.

Item Information

Item Code:	TN815805	Position No:	3	Grade Level:	7
Standard Code:	7.RL.CS.4	Item Accnum:	VR018437		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN701405	Passage Code 2:			
Standard Text:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	B	DOK Level:	2	Item Type:	O

What is the meaning of the word provisions as it is used in paragraph 8?

- A.** ideas
- B.** supplies
- C.** gifts
- D.** rules

Item Information

Item Code: TN705887	Position No: 4	Grade Level: 7
Standard Code: 7.RL.CS.6	Item Accnum: VR018308	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN701405	Passage Code 2:	
Standard Text: Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.		
Reporting Category: 1: Reading: Literature		
Correct Answer: A,C	DOK Level: 3	Item Type: O

Which **two** sentences **best** express Sophie’s view of Bompie?

- A.** He understands her completely.
- B.** He is surprisingly selfish.
- C.** He is deeply stubborn.
- D.** He will not admit his mistakes.
- E.** He is kind to everyone.

Item Information

Item Code:	TN385815	Position No:	5	Grade Level:	7
Standard Code:	7.RL.KID.2	Item Accnum:	VR018484		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN701405	Passage Code 2:			
Standard Text:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	B,D	DOK Level:	3	Item Type:	O

Select **two** sentences that express themes of the passage.

- A.** Children may not appreciate the good qualities of their parents.
- B.** A person may need determination to achieve a goal.
- C.** Stubborn people are usually unwilling to follow good advice.
- D.** Adults often think they know what is best for young people.
- E.** Even a carefully planned adventure may take an unexpected turn.

Item Information

Item Code: TN815828	Position No: 6	Grade Level: 7
Standard Code: 7.RL.KID.2	Item Accnum: VR018405	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN701405	Passage Code 2:	
Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.		
Reporting Category: 1: Reading: Literature		
Correct Answer: C	DOK Level: 2	Item Type: O

Which sentence should be included in a summary of the passage?

- A.** Sophie’s father imagines going on a safari or riding in a hot-air balloon.
- B.** Sophie’s mother is a weaver who makes Sophie study water safety and weather prediction.
- C.** Sophie’s sailing trip will end in England, where her grandfather lives.
- D.** Sophie’s grandfather decided to move to England, and nothing could change his mind.

Passage Information

Passage Code: TN572636	Passage Title:
Reporting Category:	Grade Level: 7
Lexile Level: 0	Flesch-Kincaid: 0
Passage Accnum 1: VR012949	Passage Accnum 2:

Read the passage and answer the questions that follow.

Letter A. Lincoln

by Abraham Lincoln

This letter was written by Abraham Lincoln to his stepbrother, John Johnston, in 1851. In the letter, Lincoln responds to his stepbrother's request for a loan.

Dear Johnston,

- 1 Your request for eighty dollars I do not think it best to comply with now. At the various times when I have helped you a little you have said to me, "We can get along very well now." But in a very short time I find you in the same difficulty again. Now, this can only happen by some defect in your conduct. What that defect is, I think I know. You are not lazy, and still you are an idler. I doubt whether, since I saw you, you have done a good whole day's work in any one day. You do not very much dislike to work, and still you do not work much merely because it does not seem to you that you could get much for it. This habit of uselessly wasting time is the whole difficulty. It is vastly important to you, and still more so to your children, that you should break the habit. It is more important to them, because they have longer to live, and can keep out of an idle habit before they are in it, easier than they can get out after they are in.

- 2 You are now in need of some money. What I propose is, that you shall go to work, "tooth and nail," for somebody who will give you money for it. Let father and your boys take charge of your things at home, prepare for a crop, and make the crop. You go to work for the best money wages, or in discharge of any debt you owe, that you can get. And, to secure you a fair reward for your labor, I now promise you, that for every dollar you will, between this and the first of May, get for your own labor, either in money or as your own indebtedness, I will then give you one other dollar. By this, if you hire yourself at ten dollars a month, from me you will get ten more, making twenty dollars a month for your work. In this I do not mean you shall go off to St. Louis, or the lead mines, or the gold mines in California, but I mean for you to go at it for the best wages you can get close to home in Coles County. Now, if you will do this, you will be soon out of debt, and, what is better, you will have a habit that will keep you from getting in debt again. But, if I should now clear you out of debt, next year you would be just as deep in as ever. You say you would almost give your place in heaven for seventy or eighty dollars. Then you value your place in heaven very cheap, for I am sure you can,

with the offer I make, get the seventy or eighty dollars for four or five months' work. You say if I will furnish you the money you will deed me the land, and, if you don't pay the money back, you will deliver possession. Nonsense! If you can't now live with the land, how will you then live without it? You have always been kind to me, and I do not mean to be unkind to you. On the contrary, if you will but follow my advice, you will find it worth more than eighty times eighty dollars to you.

Affectionately your brother,

A. Lincoln

"Letter A. Lincoln" from *Lincoln: Speeches and Writings 1832–1858*. Library of America, 1989.

Item Information

Item Code: TN672799	Position No: 7	Grade Level: 7
Standard Code: 7.RI.CS.4	Item Accnum: VR018333	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN572636	Passage Code 2:	
Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.		
Reporting Category: 3: Reading: Vocabulary		
Correct Answer: B	DOK Level: 2	Item Type: O

Read this sentence from paragraph 2.

And, to secure you a fair reward for your labor, I now promise you, that for every dollar you will, between this and the first of May, get for your own labor, either in money or as your own indebtedness, I will then give you one other dollar.

What is the meaning of the word secure as it is used in this sentence?

- A.** refuse
- B.** guarantee
- C.** fasten for
- D.** protect from

Item Information

Item Code: TN072730	Position No: 8	Grade Level: 7
Standard Code: 7.RI.KID.3	Item Accnum: VR018459	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN572636	Passage Code 2:	
Standard Text: Analyze the relationships and interactions among individuals, events, and/or ideas in a text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: C	DOK Level: 3	Item Type: O

Which detail in the letter **best** suggests the type of relationship Lincoln and his stepbrother have?

- A.** Lincoln demands that Johnston work for the money.
- B.** Lincoln recommends that Johnston find a job close to home.
- C.** Lincoln says he does not mean to be unkind to Johnston.
- D.** Lincoln advises that Johnston have his sons raise the crop.

Item Information

Item Code:	TN072723	Position No:	9	Grade Level:	7
Standard Code:	7.RI.KID.3	Item Accnum:	VR018451		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN572636	Passage Code 2:			
Standard Text:	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	A,C	DOK Level:	2	Item Type:	O

Select **two** ways Lincoln develops the idea that he means well and wants to help Johnston.

- A.** He describes precisely what he will do to assist.
- B.** He refers Johnston to some jobs he knows about.
- C.** He points out the benefits of following his advice.
- D.** He comments on Johnston's character and work habits.
- E.** He promises to take care of Johnston's children.

Item Information

Item Code: TN272720	Position No: 10	Grade Level: 7
Standard Code: 7.RI.KID.2	Item Accnum: VR018425	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN572636	Passage Code 2:	
Standard Text: Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: C,C	DOK Level: 3	Item Type: O

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

Part A

Which statement is a central idea of Lincoln's letter?

- A.** If Johnston succeeds in sticking with a job until a certain date, Lincoln will pay him twenty dollars.
- B.** If Johnston is not able to earn enough to pay his debts, Lincoln will make up the difference.
- C.** Lincoln will match whatever money Johnston makes over the next few months.
- D.** Lincoln will assist Johnston in finding work close to home at the best possible wages.

Part B

Which detail from paragraph 2 **best** supports the correct answer to Part A?

- A.** "What I propose is, that you shall go to work, 'tooth and nail,' for somebody who will give you money for it."
- B.** "Let father and your boys take charge of your things at home, prepare for a crop, and make the crop."
- C.** "And, to secure you a fair reward for your labor, I now promise you, that for every dollar you will, between this and the first of May, get for your own labor, either in money or as your own indebtedness, I will then give you one other dollar."
- D.** "In this I do not mean you shall go off to St. Louis, or the lead mines, or the gold mines in California, but I mean for you to go at it for the best wages you can get close to home in Coles County."

Item Information

Item Code: TN672895	Position No: 11	Grade Level: 7
Standard Code: 7.RI.KID.3	Item Accnum: VR018416	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN572636	Passage Code 2:	
Standard Text: Analyze the relationships and interactions among individuals, events, and/or ideas in a text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: A	DOK Level: 3	Item Type: O

In Lincoln's view, why would it be "nonsense" for Johnston to deed his land to Lincoln?

- A.** Since Johnston and his family could use the land for crops, they would be in even worse shape without the land.
- B.** If Johnston could not repay the debt he would owe to Lincoln, then he would lose his land anyway.
- C.** Since Lincoln has no need for farmland, there is no reason for Johnston to consider giving the land away.
- D.** If Johnston could not repay the debt to Lincoln, then he should sell the land to pay off the loan.

Item Information

Item Code: TN672823	Position No: 12	Grade Level: 7
Standard Code: 7.RI.CS.5	Item Accnum: VR018475	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN572636	Passage Code 2:	
Standard Text: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B	DOK Level: 3	Item Type: O

How does Lincoln organize the ideas in the letter?

- A.** by listing flaws in Johnston’s character and then addressing them one by one
- B.** by describing Johnston’s problem and then offering a number of solutions
- C.** by comparing and contrasting Johnston’s character and work ethic with his own
- D.** by explaining the steps Johnston should take in chronological order

Passage Information

Passage Code: TN0047480	Passage Title:
Reporting Category:	Grade Level: 7
Lexile Level: 0	Flesch-Kincaid: 0
Passage Accnum 1: VR013294	Passage Accnum 2:

There are five underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select "No change."

If you often find that it's hard to get everything done, you are in good company. Many people sympathize. The idea that there is not enough time in the day is something that is thought about negatively by many. Fortunately, there are many techniques available to help individuals learn to organize their time. These methods, which include effective tools for organizing work time and even social time, are easily put into practice.

For work projects, you might experiment with setting small goals and timing yourself. To help with this, an Italian man invented the "Pomodoro Technique." This technique gets its name because in Italian "pomodoro" meant tomato, and Italians often will have had kitchen timers in the shape of little tomatoes. However, you don't need a tomato timer to use this system. You can determine a goal. You can set a timer for 20 minutes. You can try to complete one activity without interruption.

Even if you use a timer, you still need to select the right tasks and goals. Planning ahead can help with that. For example, before you go on-line, decide exactly what you will do. You might decide to look up a definition first, then set a calendar date, and, finally, reply to two messages. Putting a little thought in beforehand will help you get the most from your free time.

Item Information

Item Code: TN0017480	Position No: 13	Grade Level: 7
Standard Code: 7.L.CSE.1	Item Accnum: VR018558	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0047480	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English grammar and usage.		
Reporting Category: 5: Conventions		
Correct Answer: B	DOK Level: 2	Item Type: O

Which change, if any, shows the **best** way to revise the underlined text?

something that is thought about negatively by many

- A.** a troubling thing to consider
- B.** a common complaint
- C.** a shared feeling
- D.** No change

Item Information

Item Code:	TN0017482	Position No:	14	Grade Level:	7
Standard Code:	7.L.CSE.2	Item Accnum:	VR018587		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0047480	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.				
Reporting Category:	5: Conventions				
Correct Answer:	D	DOK Level:	2	Item Type:	O

Which change, if any, is needed to the underlined text?

methods, which include effective tools for organizing work time and even social time, are

- A.** methods which include effective tools, for organizing work time and even social time, are
- B.** methods, which include effective tools for organizing work time, and even social time are
- C.** methods which include, effective tools for organizing work time, and even social time are
- D.** No change

Item Information

Item Code: TN0017484	Position No: 15	Grade Level: 7
Standard Code: 7.L.CSE.1	Item Accnum: VR018562	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0047480	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English grammar and usage.		
Reporting Category: 5: Conventions		
Correct Answer: C	DOK Level: 1	Item Type: O

Which change, if any, is needed to the underlined text?

gets its name because in Italian “pomodoro” meant tomato, and Italians often will have had

- A.** got its name because in Italian “pomodoro” means tomato, and Italians often were having
- B.** had gotten its name because in Italian “pomodoro” meant tomato, and Italians often have had
- C.** gets its name because in Italian “pomodoro” means tomato, and Italians often have
- D.** No change

Item Information

Item Code: TN0017486	Position No: 16	Grade Level: 7
Standard Code: 7.L.CSE.2	Item Accnum: VR018589	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0047480	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.		
Reporting Category: 5: Conventions		
Correct Answer: C	DOK Level: 2	Item Type: O

Which change, if any, shows the **best** way to revise the underlined text?

You can determine a goal. You can set a timer for 20 minutes. You can try to complete one activity without interruption.

- A.** Determine a goal, and then set a timer for 20 minutes. Try to complete one activity without interruption.
- B.** You can determine a goal, and then you can set a timer for 20 minutes before completing one activity without interruption.
- C.** After determining a goal, set a timer for 20 minutes and then try to complete just one activity without interruption.
- D.** No change

Item Information

Item Code: TN0034449	Position No: 17	Grade Level: 7
Standard Code: 7.L.CSE.1	Item Accnum: VR018585	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0047480	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English grammar and usage.		
Reporting Category: 5: Conventions		
Correct Answer: D	DOK Level: 2	Item Type: O

Which change, if any, shows the **best** way to revise the underlined text?

select the right tasks

- A.** choose the right things
- B.** pick something good
- C.** decide on the perfect job
- D.** No change