

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 4 Item Release



Passage Information

Passage Code: TN654345

Passage Title:

Reporting Category:

Grade Level: 4

Lexile Level: 0

Flesch-Kincaid: 0

Passage Accnum 1: VR013110

Passage Accnum 2:

Read the passage and answer the questions that follow. Mark your answers in your answer document.

Excerpt from *The Sign of the Beaver*

by Elizabeth George Speare

*The following text is the opening chapter from Elizabeth George Speare's Newbery Award-winning novel, *The Sign of the Beaver*.*



- 1 Matt stood at the edge of the clearing for some time after his father had gone out of sight among the trees. There was just a chance that his father might turn back, that perhaps he had forgotten something or had some last word of advice. This was one time Matt reckoned he wouldn't mind the advice, no matter how many times he had heard it before. But finally he had to admit that this was not going to happen. His father had really gone. He was alone, with miles of wilderness stretching on every side.

- 2 He turned and looked back at the log house. It was a fair house, he thought; his mother would have no cause to be ashamed of it. He had helped to build every inch of it. He had helped to cut down the spruce trees and haul the logs and square and notch them. He had stood at one end of every log and raised it, one on top of the other, fitting the notched ends together as snugly as though they had grown that way. He had climbed the roof to fasten down the cedar splints with long poles, and dragged up pine boughs to cover them. Behind the cabin were the mounds of corn he had helped to plant, the green blades already shooting up, and the pumpkin vines just showing between the stumps of trees.
- 3 If only it were not so quiet. He had been alone before. His father had often gone into the forest to hunt, for hours on end. Even when he was there, he was not much of a talker. Sometimes they had worked side by side through a whole morning without his speaking a single word. But this silence was different. It coiled around Matt and reached into his stomach to settle there in a hard knot.
- 4 He knew it was high time his father was starting back. This was part of the plan that the family had worked out together in the long winter of 1768, sitting by lamplight around the pine table back in Massachusetts. His father had spread out the surveyor's map and traced the boundaries of the land he had purchased in Maine territory. They would be the first settlers in a new township. In the spring, when the ice melted, Matt and his father would travel north. They would take passage on a ship to the settlement at the mouth of the Penobscot River. There they would find some man with a boat to take them up the river and then on up a smaller river that branched off from it, many days' distance from the settlement. Finally they would strike out on foot into the forest and claim their own plot of land. They would clear a patch of ground, build a cabin, and plant some corn. In the summer his father would go back to Massachusetts to fetch his mother and sister and the new baby, who would be born while they were gone. Matt would stay behind and guard the cabin and the corn patch.
- 5 It hadn't been quite so easy as it had sounded back in their house in Quincy. Matt had had to get used to going to sleep at night with every muscle in his body aching. But the log house was finished. It had only one room. Before winter they would add a loft for him and his sister to sleep in. Inside there were shelves along one wall and a sturdy puncheon table with two stools. One of these days, his father promised, he would cut out a window and fasten oiled paper to let in the light. Someday the paper would be replaced with real glass. Against the wall was a chimney of smaller logs, daubed and lined with clay from the creek. This too was a temporary structure. Over and over his father had warned Matt that it wasn't as safe as a stone chimney and that he had to watch out for flying sparks. He needn't fear. After all the work of building this house, Matt wasn't going to let it burn down about his ears.

Excerpt from *The Sign of the Beaver* by Elizabeth George Speare from Houghton Mifflin Harcourt, 1983. Copyright © 1983. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN756446 Position No: 1 Grade Level: 4

Standard Code: 4.RL.KID.3 Item Accnum: VR015196

Passage Title 1: Passage Title 2:

Passage Code 1: TN654345 Passage Code 2:

Standard Text: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

Reporting Category: 1: Reading: Literature

Correct Answer: A,B DOK Level: 3 Item Type: O

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

Part A

How does Matt feel when his father leaves?

- A.** anxious
- B.** proud
- C.** bitter
- D.** relieved

Part B

Which sentence from the passage supports the answer to Part A?

- A.** "He had helped to build every inch of it." (paragraph 2)
- B.** "If only it were not so quiet." (paragraph 3)
- C.** "In the spring, when the ice melted, Matt and his father would travel north." (paragraph 4)
- D.** "It hadn't been quite so easy as it had sounded back in their house in Quincy." (paragraph 5)

Item Information

Item Code: TN156438 Position No: 2 Grade Level: 4
Standard Code: 4.RL.KID.3 Item Accnum: VR015021
Passage Title 1: Passage Title 2:
Passage Code 1: TN654345 Passage Code 2:
Standard Text: Describe in depth a character, setting, or event in a story or drama,
drawing on specific details in a text, such as a character's thoughts,
words, or actions.
Reporting Category: 1: Reading: Literature
Correct Answer: B DOK Level: 2 Item Type: O

What do the details in paragraph 4 suggest about Matt's father?

- A.** He avoids taking risks.
- B.** He is a careful planner.
- C.** He makes promises that are hard to keep.
- D.** He has dreamed about settling new land all his life.

Item Information

Item Code: TN756463 Position No: 3 Grade Level: 4

Standard Code: 4.RL.IKI.7 Item Accnum: VR015015

Passage Title 1: Passage Title 2:

Passage Code 1: TN654345 Passage Code 2:

Standard Text: Make connections between the print version of a story or drama and a visual or oral presentation of the same text.

Reporting Category: 1: Reading: Literature

Correct Answer: A DOK Level: 2 Item Type: O

What does the picture help to explain about the setting?

- A.** how quiet and lonely it is in the area around Matt’s new home
- B.** how long it will take for Matt’s father to return
- C.** how far away Matt’s new home is from their old home
- D.** how difficult it was for Matt’s father to plant corn

Item Information

Item Code: TN256435 Position No: 4 Grade Level: 4
Standard Code: 4.RL.KID.2 Item Accnum: VR015113
Passage Title 1: Passage Title 2:
Passage Code 1: TN654345 Passage Code 2:
Standard Text: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
Reporting Category: 1: Reading: Literature
Correct Answer: D DOK Level: 2 Item Type: O

Which sentence from the passage **best** develops the theme that most people take great pride in a job well done?

- A.** "Matt stood at the edge of the clearing for some time after his father had gone out of sight among the trees." (paragraph 1)
- B.** "He had climbed the roof to fasten down the cedar splints with long poles, and dragged up pine boughs to cover them." (paragraph 2)
- C.** "Sometimes they had worked side by side through a whole morning without his speaking a single word." (paragraph 3)
- D.** "After all the work of building this house, Matt wasn't going to let it burn down about his ears." (paragraph 5)

Item Information

Item Code: TN956422 Position No: 5 Grade Level: 4

Standard Code: 4.RL.KID.2 Item Accnum: VR015004

Passage Title 1: Passage Title 2:

Passage Code 1: TN654345 Passage Code 2:

Standard Text: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Reporting Category: 1: Reading: Literature

Correct Answer: D DOK Level: 2 Item Type: O

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

- A. Matt and his father cut down spruce trees to build a log house. The plants in the new garden behind the house start to grow.
- B. Matt's family decides to move to a new territory in Maine. They travel north by ship and then on foot to find their land and build a log cabin.
- C. Matt is alone in the wilderness after his father leaves to return to Massachusetts. He thinks about the windows that his father promised to build in the future.
- D. Matt's father sets off on the journey back home to get the rest of the family. Matt must stay behind on his own to guard his family's new log house and garden.

Item Information

Item Code: TN056469 Position No: 6 Grade Level: 4
Standard Code: 4.FL.VA.7a.ii Item Accnum: VR015075
Passage Title 1: Passage Title 2:
Passage Code 1: TN654345 Passage Code 2:
Standard Text: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
Reporting Category: 3: Reading: Vocabulary
Correct Answer: C DOK Level: 2 Item Type: O

Read the sentence about the passage.

Some of the first European _____ of Maine traveled from Massachusetts.

Which word correctly completes the sentence?

- A.** settle
- B.** settling
- C.** settlers
- D.** settlement

Passage Information

Passage Code: TN429903 Passage Title:
Reporting Category: Grade Level: 4
Lexile Level: 0 Flesch-Kincaid: 0
Passage Accnum 1: VR012914 Passage Accnum 2:

Read the passage and answer the questions that follow. Mark your answers in your answer document.

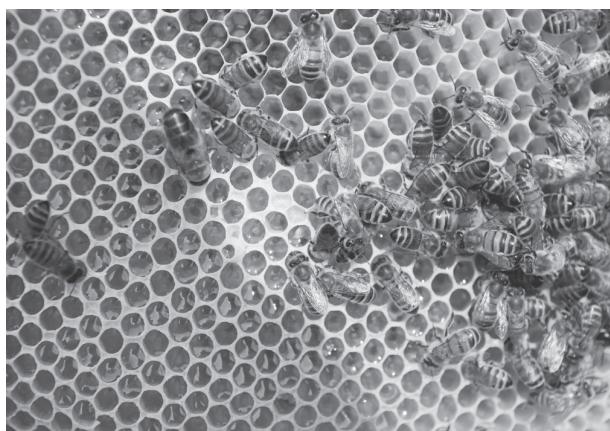
Excerpt from “Dances with Animals”

by Ellen R. Braaf

- 1 A honey bee returns to the hive. Sticky pollen clings to her body. Nectar fills her honey sac. She's found apple blossoms in a distant orchard. How does she tell other worker bees about this new food source? She dances!
- 2 Unlike humans, animals don't have words to help them communicate. They can't say "Hey! Look what I found," or "Keep away! This is my spot," or "Want to go steady?" Yet, animals communicate all the time. They send out signals — messages others receive and understand using their senses of smell, taste, touch, hearing, and sight.
- 3 Animals with good vision "talk" to each other with their bodies. They use patterns of movements to share information, to defend themselves or their territories, and to attract mates. Nature designs their steps, and they dance as if their lives depended on it. Often, they do.

Language of Bees

- 4 Most communication takes place among members of the same species. In dark beehives, honeycombed walls become waxy dance floors. Like a rock star swarmed by adoring fans, a bee returning from the apple orchard begins her dance. Other workers follow her as she moves forward in a straight line. She vibrates her wings and wags her body side to side very quickly — 13 to 15 times a second. Then she turns to one side, circles back, and begins the waggle run again. When she finishes, she circles around — this time in the opposite direction — and repeats her steps. The dance may go on for hours.



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5 As she traces a figure 8 on the dance floor, the follower bees touch her with their antennae. They sense the odors of apple blossom nectar and pollen clinging to her body. These workers also detect the scent she used to mark the distant flowers. A flight plan is coded in her movements. The length of the waggle run tells workers how far the flowers are from the hive. Its angle tells them how to get there. Because bees steer by the sun, the dancer links her directions to its position in the sky.

6 However, the position of the sun in the sky keeps changing. If the waggle dance lasts for hours, how do bees leaving the hive long after the dance has begun find their targets? Amazingly, they do. The wagging bee adjusts her dance to account for the sun's movement.

KEEP AWAY! This is my spot!

7 Not all animals cooperate the way honey bees do. Most compete for food, territory, and mates. Fights take time and energy. Rivals risk injury and death, weakening the group as a whole. So some animals dance instead, using movements to make themselves look larger, stronger, and quicker than their competition. "Don't mess with me," they say.

Red Fish, Blue Fish

8 Most fish settle conflicts over territory without fighting. But Siamese fighting fish, also known as bettas, are little fish with a big mean streak. Brightly colored bettas in pet stores have been specially bred for their beautiful veil-like fins. In the wild, they live in rice paddies in southeast Asia.



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- 9 If threatened, male Siamese fighting fish switch back and forth between face-to-face and side-to-side positions. Facing each other, they flare out flaps of skin on their necks and extend their fins. This makes them seem twice their size. Side-to-side, they flicker their fins and beat the water with their tails. Tail beating gets faster and faster until one male backs down. The loser lowers his fins and puts his tail down. His bright red, blue, or purple body color fades to a dull hue. Defeated, he swims away.

Lizard Lingo

- 10 Lizards sport a wide variety of odd body parts: scaly crests on their tails, necks, and backs; spines, knobs, and horns on their heads; and fleshy dewlaps — flaps of skin under their necks that flare out like fans, then disappear. When males compete for territory or challenge each other to see who is “the best,” these weird ornaments come in handy.



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- 11 Green anoles are small lizards found in the southeastern United States. They cling to rocks, trees, walls, and screens. At times, it looks as if they're listening to hip-hop music on invisible head-sets. Their bodies groove to the beat. Their heads bob as their legs push up and down.
- 12 When two male anoles meet, they really get going. To appear bigger and scarier, they raise a scaly ridge or crest along their backs and develop dark spots behind their eye sockets. They turn to the side to present the broadest part of their bodies to each other. The dance ends when one backs down. The loser bobs his head slowly as if to say "you the man," then moves away.

Spectacular Spiders

- 13 With their eight legs, wolf spiders have a hairy "chorus line" attached to their bodies. When males meet, they challenge each other. They move back and forth, raising their brush-covered forelegs, and waving their palps, jawlike feelers. One spider lunges; the other backs away. If they're evenly matched, they may switch roles and the fleeing male becomes the chaser. As they run, retreat, approach, wave their abdomens, make contact, and tap each other, their dance looks like a cross between a cha-cha and a boxing match.



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Excerpt from "Dances with Animals" by Ellen R. Braaf, from *Ask*, March 2009, Vol. 8, No. 3. Copyright © 2009 by Carus Publishing Company. Used by permission of Cricket Media, Inc. via Copyright Clearance Center.

Item Information

Item Code: TN157162 Position No: 7 Grade Level: 4
Standard Code: 4.RI.KID.2 Item Accnum: VR014813
Passage Title 1: Passage Title 2:
Passage Code 1: TN429903 Passage Code 2:
Standard Text: Determine the main idea of a text and explain how it is supported by key details; summarize a text.
Reporting Category: 2: Reading: Informational Text
Correct Answer: B DOK Level: 2 Item Type: O

Which sentence **best** summarizes paragraphs 4–6 of the passage?

- A.** The bee returns to the beehive with a food source which she shares with the other worker bees.
- B.** When the bee returns to the hive with pollen, she shares information with the other workers through dancing movements to explain where to find the food source.
- C.** The bee returns from collecting pollen then begins dancing in front of the other workers for several hours.
- D.** When the bee returns with pollen, the other workers watch her movements and the position of the sun to know how far the flowers are from the hive.

Item Information

Item Code: TN957312 Position No: 8 Grade Level: 4

Standard Code: 4.RI.KID.2 Item Accnum: VR014782

Passage Title 1: Passage Title 2:

Passage Code 1: TN429903 Passage Code 2:

Standard Text: Determine the main idea of a text and explain how it is supported by key details; summarize a text.

Reporting Category: 2: Reading: Informational Text

Correct Answer: A,D DOK Level: 3 Item Type: O

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

Part A

How do the details in the section “Lizard Lingo” support the main idea of the passage?

- A.** The details suggest that lizards also use body language to communicate.
- B.** The details state that green anoles can be found in a certain part of the country.
- C.** The details show how important it is for lizards to fight each other.
- D.** The details explain why green anoles cling to objects.

Part B

Which quotation from the passage **best** supports the correct answer in Part A?

- A.** “Lizards sport a wide variety of odd body parts. . . .” (paragraph 10)
- B.** “Green anoles are small lizards found in the southeastern United States.” (paragraph 11)
- C.** “When two male anoles meet, they really get going.” (paragraph 12)
- D.** “To appear bigger and scarier, they raise a scaly ridge or crest along their backs and develop dark spots behind their eye sockets.” (paragraph 12)

Item Information

Item Code: TN857190 Position No: 9 Grade Level: 4
Standard Code: 4.RI.KID.3 Item Accnum: VR014789
Passage Title 1: Passage Title 2:
Passage Code 1: TN429903 Passage Code 2:
Standard Text: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
Reporting Category: 2: Reading: Informational Text
Correct Answer: C DOK Level: 2 Item Type: O

According to the passage, why do Siamese fighting fish flare out flaps of skin on their necks and extend their fins?

- A.** to hide their own fear
- B.** to show that they are hungry
- C.** to frighten away the other fish
- D.** to tell other fish where food is

Item Information

Item Code: TN857260 Position No: 10 Grade Level: 4

Standard Code: 4.RI.KID.2 Item Accnum: VR014829

Passage Title 1: Passage Title 2:

Passage Code 1: TN429903 Passage Code 2:

Standard Text: Determine the main idea of a text and explain how it is supported by key details; summarize a text.

Reporting Category: 2: Reading: Informational Text

Correct Answer: B,D DOK Level: 3 Item Type: O

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

Part A

Which sentence **best** states a main idea of the passage?

- A.** Orchards contain a food source for honey bees.
- B.** Animals communicate in many different ways.
- C.** Most fish settle struggles over territory without fighting.
- D.** Animals spend a great deal of time defending themselves.

Part B

Which quotation from the passage **best** supports the correct answer in Part A?

- A.** "Sticky pollen clings to her body." (paragraph 1)
- B.** "Rivals risk injury and death, weakening the group as a whole." (paragraph 7)
- C.** "They cling to rocks, trees, walls, and screens." (paragraph 11)
- D.** "They move back and forth, raising their brush-covered forelegs, and waving their palps, jawlike feelers." (paragraph 13)

Item Information

Item Code: TN799947 Position No: 11 Grade Level: 4
Standard Code: 4.FL.VA.7a.ii Item Accnum: VR015174
Passage Title 1: Passage Title 2:
Passage Code 1: TN429903 Passage Code 2:
Standard Text: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
Reporting Category: 3: Reading: Vocabulary
Correct Answer: C DOK Level: 2 Item Type: O

Read this sentence about the passage.

As the bee retraces her moves, other bees touch her with their antennae.

Based on its prefix and root, what does the word retraces mean?

- A.** shows what to do
- B.** moves another way
- C.** goes back over again
- D.** forgets to do something

Passage Information

Passage Code: TN753611

Passage Title:

Reporting Category:

Grade Level: 4

Lexile Level: 0

Flesch-Kincaid: 0

Passage Accnum 1: VR013124

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."

Wilma Rudolph was an African American athlete. She was born on June 23, 1940, in St. Bethlehem, Tennessee.

At age four, Wilma got polio. Polio is a disease that affects the muscles. Wilma could not use her left leg so she had to wear a leg brace to walk.

Wilma's mother might rub Wilma's leg every day. Over time, Wilma regained her strength. One day, Wilma took off her brace and started running. She surprised the doctors which thought she would never be able to walk without a brace.

In high school, Wilma joined the track team. She attended her first Olympic competition at 16 years of age. After she entered college, Wilma continues training. She won three gold medals at the 1960 Summer Olympics in Rome.

Wilma quit professional sports in 1963, she became a teacher and an athletic coach. Throughout her life, Wilma helped and encouraged many young athletes.

Item Information

Item Code: TN253259 Position No: 12 Grade Level: 4
Standard Code: 4.FL.SC.6h Item Accnum: VR015103
Passage Title 1: Passage Title 2:
Passage Code 1: TN753611 Passage Code 2:
Standard Text: Use a comma before a coordinating conjunction in a compound sentence.
Reporting Category: 5: Conventions
Correct Answer: A DOK Level: 1 Item Type: O

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

Wilma could not use her left leg so she had to wear a leg brace to walk.

- A.** Wilma could not use her left leg, so she had to wear a leg brace to walk.
- B.** Wilma could not use her left leg, so, she had to wear a leg brace to walk.
- C.** Wilma could not use her left leg so, she had to wear a leg brace, to walk.
- D.** No change

Item Information

Item Code: TN343279 Position No: 13 Grade Level: 4

Standard Code: 4.FL.SC.6c Item Accnum: VR015039

Passage Title 1: Passage Title 2:

Passage Code 1: TN753611 Passage Code 2:

Standard Text: Use auxiliary verbs, such as can, may, and must, to clarify meaning.

Reporting Category: 5: Conventions

Correct Answer: C DOK Level: 1 Item Type: O

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

might

- A.** does
- B.** may
- C.** would
- D.** No change

Item Information

Item Code: TN413593 Position No: 14 Grade Level: 4
Standard Code: 4.FL.SC.6a Item Accnum: VR015062
Passage Title 1: Passage Title 2:
Passage Code 1: TN753611 Passage Code 2:
Standard Text: Use relative pronouns and relative adverbs.
Reporting Category: 5: Conventions
Correct Answer: A DOK Level: 1 Item Type: O

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

which

- A.** who
- B.** that
- C.** what
- D.** No change

Item Information

Item Code: TN253598 Position No: 15 Grade Level: 4

Standard Code: 4.FL.SC.6 Item Accnum: VR015154

Passage Title 1: Passage Title 2:

Passage Code 1: TN753611 Passage Code 2:

Standard Text: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Reporting Category: 5: Conventions

Correct Answer: B DOK Level: 1 Item Type: O

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

continues

- A.** continue
- B.** continued
- C.** will continue
- D.** No change

Item Information

Item Code: TN193601 Position No: 16 Grade Level: 4
Standard Code: 4.FL.SC.6e Item Accnum: VR015187
Passage Title 1: Passage Title 2:
Passage Code 1: TN753611 Passage Code 2:
Standard Text: Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
Reporting Category: 5: Conventions
Correct Answer: B DOK Level: 1 Item Type: O

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

Wilma quit professional sports in 1963, she became a teacher and an athletic coach.

- A.** Wilma quit professional sports in 1963, she became a teacher. And an athletic coach.
- B.** Wilma quit professional sports in 1963. She became a teacher and an athletic coach.
- C.** Wilma quit professional sports, in 1963, she became a teacher and an athletic coach.
- D.** No change