

Tennessee Comprehensive Assessment Program

TCAP

English II EOC Item Release



Passage Information

Passage Code: TN111665	Passage Title:	
Reporting Category:	Grade Level: English II	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VH956392	Passage Accnum 2:	

Read the passages and answer the questions that follow.

Passage 1

Excerpt from *Walden*

by Henry David Thoreau

- 1 For the most part, I minded not how the hours went. The day advanced as if to light some work of mine; it was morning, and lo, now it is evening, and nothing memorable is accomplished. Instead of singing like the birds, I silently smiled at my incessant good fortune. As the sparrow had its trill, sitting on the hickory before my door, so had I my chuckle or suppressed warble which he might hear out of my nest. My days were not days of the week, bearing the stamp of any heathen deity, nor were they minced into hours and fretted by the ticking of a clock; for I lived like the Puri Indians, of whom it is said that "for yesterday, today, and tomorrow they have only one word, and they express the variety of meaning by pointing backward for yesterday, forward for tomorrow, and overhead for the passing day." This was sheer idleness to my fellow-townsmen, no doubt; but if the birds and flowers had tried me by their standard, I should not have been found wanting. A man must find his occasions in himself, it is true. The natural day is very calm, and will hardly reprove his indolence.
- 2 I had this advantage, at least, in my mode of life, over those who were obliged to look abroad for amusement, to society and the theatre, that my life itself was become my amusement and never ceased to be novel. It was a drama of many scenes and without an end. If we were always, indeed, getting our living, and regulating our lives according to the last and best mode we had learned, we should never be troubled with ennui. Follow your genius closely enough, and it will not fail to show you a fresh prospect every hour. Housework was a pleasant pastime. When my floor was dirty, I rose early, and, setting all my furniture out of doors on the grass, bed and bedstead making but one budget, dashed water on the floor, and sprinkled white sand from the pond on it, and then with a broom scrubbed it clean and white; and by the time the villagers had broken their fast the morning sun had dried my house sufficiently to allow me to move in again, and my meditations were almost uninterrupted. It was pleasant to see my whole household effects out on the grass, making a little pile like a gypsy's pack, and my three-legged table, from which I did not remove the books and pen and ink, standing amid the pines and hickories. They seemed glad to get out themselves,

and as if unwilling to be brought in. I was sometimes tempted to stretch an awning over them and take my seat there. It was worth the while to see the sun shine on these things, and hear the free wind blow on them; so much more interesting most familiar objects look out of doors than in the house. A bird sits on the next bough, life-everlasting grows under the table, and blackberry vines run round its legs; pine cones, chestnut burs, and strawberry leaves are strewn about. It looked as if this was the way these forms came to be transferred to our furniture, to tables, chairs, and bedsteads — because they once stood in their midst.

Excerpt from *Walden*, by Henry David Thoreau, 1854. Copyright © 2010, CRW Publishing Ltd. Used by permission of the publisher via Copyright Clearance Center.

Passage Information

Passage Code: TN811677	Passage Title:	Grade Level: English II
Reporting Category:		Flesch-Kincaid: 0
Lexile Level: 0		Passage Accnum 2:
Passage Accnum 1: VH956393		

Passage 2**Excerpt from “This Is Your Brain on Nature”**

by Florence Williams

- 3 When you head out to the desert, David Strayer is the kind of man you want behind the wheel. He never texts or talks on the phone while driving. He doesn't even approve of eating in the car. A cognitive psychologist at the University of Utah who specializes in attention, Strayer knows our brains are prone to mistakes, especially when we're multitasking and dodging distractions. Among other things, his research has shown that using a cell phone impairs most drivers as much as drinking alcohol does.
- 4 Strayer is in a unique position to understand what modern life does to us. An avid backpacker, he thinks he knows the antidote: Nature.
- 5 On the third day of a camping trip in the wild canyons near Bluff, Utah, Strayer is mixing up an enormous iron kettle of chicken enchilada pie while explaining what he calls the “three-day effect” to 22 psychology students. Our brains, he says, aren't tireless three-pound machines; they're easily fatigued. When we slow down, stop the busywork, and take in beautiful natural surroundings, not only do we feel restored, but our mental performance improves too. Strayer has demonstrated as much with a group of Outward Bound participants, who performed 50 percent better on creative problem-solving tasks after three days of wilderness backpacking. The three-day effect, he says, is a kind of cleaning of the mental windshield that occurs when we've been immersed in nature long enough. On this trip he's hoping to catch it in action, by hooking his students — and me — to a portable EEG, a device that records brain waves.
- 6 “On the third day my senses recalibrate — I smell things and hear things I didn't before,” Strayer says. The early evening sun has saturated the red canyon walls; the group is mellow and hungry in that satisfying, campout way. Strayer, in a rumpled T-shirt and with a slight sunburn, is definitely looking relaxed. “I'm more in tune with nature,” he goes on. “If you can have the experience of being in the moment for two or three days, it seems to produce a difference in qualitative thinking.”
- 7 Strayer's hypothesis is that being in nature allows the prefrontal cortex, the

brain's command center, to dial down and rest, like an overused muscle. If he's right, the EEG will show less energy coming from "midline frontal theta waves" — a measure of conceptual thinking and sustained attention. He'll compare our brain waves with those of similar volunteers who are sitting in a lab or hanging out at a parking lot in downtown Salt Lake City.

- 8 While the enchiladas are cooking, Strayer's graduate students tuck my head into a sort of bathing cap with 12 electrodes embedded in it. They suction-cup another 6 electrodes to my face. Wires sprouting from them will send my brain's electrical signals to a recorder for later analysis. Feeling like a beached sea urchin, I walk carefully to a grassy bank along the San Juan River for ten minutes of restful contemplation. I'm supposed to think of nothing in particular, just watch the wide, sparkling river flow gently by. I haven't looked at a computer or cell phone in days. It's easy to forget for a few moments that I ever had them.

Excerpt from "This Is Your Brain on Nature," by Florence Williams, from *National Geographic*, January 2016. Copyright © 2016, National Geographic Partners. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code:	TN712031	Position No:	1	Grade Level:	English II
Standard Code:	9-10.RI.CS.4	Item Accnum:	VH957066		
Passage Title 1:		Passage Title 2:			
Passage Code 1:		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 cumulative impact of specific word choices on meaning and tone.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	D,B	DOK Level:	2	Item Type:	O

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

Part A

In paragraph 1, Thoreau writes, "The natural day is very calm, and will hardly reprove his indolence." Which word from paragraph 1 is a synonym for indolence?

- A.** evening
- B.** fortune
- C.** chuckle
- D.** idleness

Part B

Which phrase from paragraph 1 gives a clue to the correct meaning of indolence?

- A.** "to light some work of mine"
- B.** "nothing memorable is accomplished"
- C.** "singing like the birds"
- D.** "'overhead for the passing day'"

Item Information

Item Code:	TN011955	Position No:	2	Grade Level:	English II
Standard Code:	9-10.RI.KID.2	Item Accnum:	VH957017		
Passage Title 1:		Passage Title 2:			
Passage Code 1:		Passage Code 2:			
Standard Text:	Determine a central idea of a text and analyze its development; provide an objective or critical summary.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	C	DOK Level:	2	Item Type:	O

What is the central idea of passage 1?

- A.** People who appreciate the natural world tend to be lazier than other people.
- B.** Enjoying nature is just as demanding as working hard to earn a living.
- C.** Life is better when you surround yourself with nature and pay attention to it.
- D.** It can be difficult to accomplish anything when you are surrounded by nature's wonders.

Item Information

Item Code: TN312103	Position No: 3	Grade Level: English II
Standard Code: 9-10.RI.KID.2	Item Accnum: VH956877	
Passage Title 1:	Passage Title 2:	
Passage Code 1:	Passage Code 2:	
Standard Text: Determine a central idea of a text and analyze its development; provide an objective or critical summary.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: D	DOK Level: 3	Item Type: O

Which detail from passage 2 **best** supports the idea that being immersed in nature helps the brain recover from what modern life does to us?

- A.** “. . . Strayer knows our brains are prone to mistakes, especially when we’re multitasking and dodging distractions.” (paragraph 3)
- B.** “Our brains, he says, aren’t tireless three-pound machines; they’re easily fatigued.” (paragraph 5)
- C.** “The early evening sun has saturated the red canyon walls; the group is mellow and hungry in that satisfying, campout way.” (paragraph 6)
- D.** “Feeling like a beached sea urchin, I walk carefully to a grassy bank along the San Juan River for ten minutes of restful contemplation.” (paragraph 8)

Item Information

Item Code:	TN412161	Position No:	4	Grade Level:	English II
Standard Code:	9-10.RI.CS.6	Item Accnum:	VH956821		
Passage Title 1:		Passage Title 2:			
Passage Code 1:		Passage Code 2:			
Standard Text:	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	C	DOK Level:	3	Item Type:	O

In passage 2, what is the author's point of view toward David Strayer's research?

- A.** The research findings will alarm people enough to change their habits.
- B.** The research findings are more interesting to observe than to participate in.
- C.** The research focuses on an important issue that has become part of modern life.
- D.** The research is based on a complicated theory that can't be proven.

Item Information

Item Code: TN612192	Position No: 5	Grade Level: English II
Standard Code: 9-10.RI.CS.6	Item Accnum: VH957003	
Passage Title 1:	Passage Title 2:	
Passage Code 1:	Passage Code 2:	
Standard Text: Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.		
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 is Strayer's point of view about the experience of being in nature, as the author presents it in passage 2, different from Thoreau's point of view in passage 1?

- A.** Strayer tries to explain the experience scientifically, but Thoreau does not.
- B.** Strayer is more certain than Thoreau that the experience has positive effects.
- C.** Strayer suggests that nature should be experienced with other people, but Thoreau does not.
- D.** Strayer pays more attention to the nature around him than Thoreau does.

Part B

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

- A.** "When you head out to the desert, David Strayer is the kind of man you want behind the wheel. He never texts or talks on the phone while driving." (paragraph 3)
- B.** "The early evening sun has saturated the red canyon walls; the group is mellow and hungry in that satisfying, campout way." (paragraph 6)
- C.** "Strayer, in a rumpled T-shirt and with a slight sunburn, is definitely looking relaxed. 'I'm more in tune with nature,' he goes on." (paragraph 6)
- D.** "Strayer's hypothesis is that being in nature allows the prefrontal cortex, the brain's command center, to dial down and rest, like an overused muscle." (paragraph 7)

Passage Information

Passage Code: TN375474	Passage Title:	
Reporting Category:	Grade Level: English II	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VH956390	Passage Accnum 2:	

Read the passage and answer the questions that follow.

Excerpt from *The Whistling Season*

by Ivan Doig

This is the first chapter from a novel. The family of the narrator lives in rural Montana at the beginning of the 20th century. They do not have anyone in their house who knows how to cook or clean the house. In the novel that follows this scene, the housekeeper mentioned here will come to them in Montana.

- 1 When I visit the back corners of my life again after so long a time, littlest things jump out first. The oilcloth, tiny blue windmills on white squares, worn to colorless smears at our four places at the kitchen table. Our father's pungent coffee, so strong it was almost ambulatory, which he gulped down from suppertime until bedtime and then slept serenely as a sphinx. The pesky wind, the one element we could count on at Marias Coulee, whistling into some weather-cracked cranny of this house as if invited in.
- 2 That night we were at our accustomed spots around the table, Toby coloring a battle between pirate ships as fast as his hand could go while I was at my schoolbook, and Damon, who should have been at his, absorbed in a secretive game of his own devising called domino solitaire. At the head of the table, the presiding sound was the occasional turning of a newspaper page. One has to imagine our father reading with his finger, down the column of rarely helpful want ads in the *Westwater Gazette* that had come in our week's gunnysack of mail and provisions, in his customary search for a colossal but underpriced team of workhorses, and that inquisitive finger now stubbing to a stop at one particular heading. To this day I can hear the signal of amusement that line of type drew out of him. Father had a short, sniffing way of laughing, as if anything funny had to prove it to his nose first.
- 3 I glanced up from my geography lesson to discover the newspaper making its way in my direction. Father's thumb was crimped down onto the heading of the ad like the holder of a divining rod striking water. "Paul, better see this. Read it to the multitude." I did so, Damon and Toby halting what they were at to take in those five simple yet confounding words:

CAN'T COOK BUT DOESN'T BITE.

- 4 Meal-making was not a joking matter in our household. Father, though, continued to look pleased as could be and nodded for me to keep reading aloud.
- 5 Housekeeping position sought by widow.
Sound morals, exceptional disposition.
No culinary skills, but A-1 in all other household tasks. Salary negotiable, but must include railroad fare to Montana locality; first year of peerless care for your home thereby guaranteed. Respond to Boxholder, Box 19, Lowry Hill Postal Station, Minneapolis, Minnesota.
- 6 Minneapolis was a thousand miles to the east, out of immediate reach even of the circumference of enthusiasm we could see growing in our father. But his response wasted no time in trying itself out on the three of us. "Boys? Boys, what would you think of our getting a housekeeper?"
- 7 "Would she do the milking?" asked Damon, ever the cagey one.
- 8 That slowed up Father only for a moment. Delineation of house chores and barn chores that might be construed as a logical extension of our domestic upkeep was exactly the sort of issue he liked to take on. "Astutely put, Damon. I see no reason why we can't stipulate that churning the butter begins at the point of the cow."
- 9 Already keyed up, Toby wanted to know, "Where she gonna sleep?"
- 10 Father was all too ready for this one. "George and Rae have their spare room going to waste now that the teacher doesn't have to board with them." His enthusiasm really was expanding in a hurry. Now our relatives, on the homestead next to ours, were in the market for a lodger, a lack as unbeknownst to them as our need for a housekeeper had been to us two minutes ago.
- 11 "Lowry Hill." Father had turned back to the boldface little advertisement as if already in conversation with it. "If I'm not mistaken, that's the cream of Minneapolis."
- 12 I hated to point out the obvious, but that chore seemed to go with being the oldest son of Oliver Milliron.
- 13 "Father, we're pretty much used to the house muss by now. It's the cooking part you say you wouldn't wish on your worst enemy."
- 14 He knew — we all knew — I had him there.

Excerpt from *The Whistling Season*, by Ivan Doig. Copyright © 2007, Harcourt, Orlando, Florida.

Item Information

Item Code: TN175604	Position No: 6	Grade Level: English II
Standard Code: 9-10.RL.CS.6	Item Accnum: VH957062	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN375474	Passage Code 2:	
Standard Text: Analyze how point of view and/or author purpose shapes the content and style of diverse texts.		
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**Read the sentences from paragraph 2.**

One has to imagine our father reading with his finger, down the column of rarely helpful want ads in the *Westwater Gazette* that had come in our week's gunnysack of mail and provisions, in his customary search for a colossal but underpriced team of workhorses, and that inquisitive finger now stubbing to a stop at one particular heading.

How does this excerpt reflect Paul's point of view?

- A.** It illustrates his awareness of his father's tendency to chase unrealistic ideas.
- B.** It shows his acceptance of his father's desire to make a better life for the family.
- C.** It emphasizes his frustration with his father's preoccupation with the newspaper.
- D.** It explains his confusion with his father's interest in a housekeeper instead of horses.

Part B

How does this point of view affect the content of the passage?

- A.** Paul firmly tells his father why they can't have a housekeeper.
- B.** Paul calmly explains to his father the problem with the housekeeper.
- C.** Paul reluctantly reminds his father that they don't need a housekeeper.
- D.** Paul eagerly questions his father's wisdom in wanting to hire the housekeeper.

Item Information

Item Code:	TN075657	Position No:	7	Grade Level:	English II
Standard Code:	9-10.RL.KID.3	Item Accnum:	VH956870		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN375474	Passage Code 2:			
Standard Text:	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	B	DOK Level:	3	Item Type:	O

Why does Damon **most likely** ask if the potential housekeeper will do the milking?

- A.** He prefers house chores to barn chores.
- B.** He's hoping to avoid one of his current chores.
- C.** He's trying to understand the work of a housekeeper.
- D.** He doesn't know why his father wants a housekeeper.

Item Information

Item Code:	TN975653	Position No:	8	Grade Level:	English II
Standard Code:	9-10.RL.CS.4	Item Accnum:	VH956850		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN375474	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 cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	D	DOK Level:	2	Item Type:	O

In paragraph 8, what do words like “delineation,” “construed,” and “logical extension” suggest about the narrator?

- A.** He feels intellectually superior to the rest of his family.
- B.** He enjoys irritating his brothers by using words they don’t know.
- C.** He wants to impress others with his expansive vocabulary.
- D.** He has been influenced by his father’s way of speaking.

Item Information

Item Code:	TN275648	Position No:	9	Grade Level:	English II
Standard Code:	9-10.RL.KID.3	Item Accnum:	VH957014		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN375474	Passage Code 2:			
Standard Text:	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	B	DOK Level:	3	Item Type:	O

What point does Paul try to make in paragraphs 12–14?

- A.** He always has to explain to his father why his father’s plans won’t work.
- B.** The person in the advertisement won’t help solve the family’s biggest problem.
- C.** The family wouldn’t need a housekeeper if the brothers would do their chores.
- D.** He is already responsible for taking care of the cooking and other housekeeping chores.

Item Information

Item Code:	TN675688	Position No:	10	Grade Level:	English II
Standard Code:	9-10.RL.KID.2	Item Accnum:	VH956970		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN375474	Passage Code 2:			
Standard Text:	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	C	DOK Level:	2	Item Type:	O

Which statement provides the **best** summary of the story?

- A.** A father with three boys considers how to hire a housekeeper for his family.
- B.** A young boy tries to convince his father to hire a housekeeper.
- C.** A man recalls a time from his childhood when his father wanted to hire a housekeeper.
- D.** A man tells a story about a time when his father read an advertisement for a housekeeper.

Item Information

Item Code: TN975677	Position No: 11	Grade Level: English II
Standard Code: 9-10.RL.KID.2	Item Accnum: VH957047	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN375474	Passage Code 2:	
Standard Text: Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.		
Reporting Category: 1: Reading: Literature		
Correct Answer: D,C	DOK Level: 3	Item Type: O

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

Part A

What is a theme in the passage?

- A.** Extreme eagerness can be contagious.
- B.** Humor isn't always universally understood.
- C.** Hard work is often its own reward.
- D.** Desire can make nonexistent problems suddenly appear.

Part B

Which detail helps develop this theme?

- A.** "Meal-making was not a joking matter in our household." (paragraph 4)
- B.** ". . . continued to look pleased as could be . . ." (paragraph 4)
- C.** ". . . a lack as unbeknownst to them as our need for a housekeeper had been to us two minutes ago." (paragraph 10)
- D.** "He knew — we all knew — I had him there." (paragraph 14)

Passage Information

Passage Code: TN0091914	Passage Title:	
Reporting Category:		Grade Level: English II
Lexile Level: 0		Flesch-Kincaid: 0
Passage Accnum 1: VR045906	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."

The first artificial body parts, or prostheses, were probably made for injured knights in the 1600s. Since that time, the technology to build prostheses has steadily improved. Today, people have artificial hearts, knees and hips made of plastic, and ankles of titanium.

Only recently, however, has the latest manufacturing technology emerged — 3D printing. Although this technology is referred to as printing, it is unlike traditional printing in many ways. While a 3D printer is doing its printing, a computer deposits layers of material to form a three-dimensional object. This technology seems ideal for creating replacement body parts for people who need them.

The use of 3D printers has several advantages over other manufacturing methods. For one thing, each part is printed individually, therefore, it can be precisely customized for the person who will use it. For another thing, 3D printers can create extremely complex body parts, such as organ tissues.

One remarkable application of 3D printing is to create tissue structures that integrate with the body. In these cases, scientists build biodegradable structures that contains actual human cells. When doctors implant a structure, the body's blood vessels and nerves grow into the structure. The structure eventually dissolves as the person's own living tissues replace it.

Item Information

Item Code: TN0025296 Position No: 12 Grade Level: English II
Standard Code: 9-10.L.CSE.1 Item Accnum: VH957486
Passage Title 1: Passage Title 2:
Passage Code 1: TN0091914 Passage Code 2:
Standard Text: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
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?

artificial hearts, knees and hips made of plastic, and ankles of titanium

- A.** artificial hearts, knees, and plastic hips, and ankles made of titanium
- B.** artificial hearts, knees, and hips, and titanium ankles
- C.** artificial hearts, plastic knees and hips, and titanium ankles
- D.** No change

Item Information

Item Code:	TN0025298	Position No:	13	Grade Level:	English II
Standard Code:	9-10.L.CSE.1	Item Accnum:	VH957353		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN0091914	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.				
Reporting Category:	5: Conventions				
Correct Answer:	A	DOK Level:	2	Item Type:	O

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

While a 3D printer is doing its printing

- A.** In the process of 3D printing
- B.** How 3D printing works is like this
- C.** To make use of the features of a 3D printer
- D.** No change

Item Information

Item Code: TN0025299 Position No: 14 Grade Level: English II
Standard Code: 9-10.L.CSE.1 Item Accnum: VH957511
Passage Title 1: Passage Title 2:
Passage Code 1: TN0091914 Passage Code 2:
Standard Text: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
Reporting Category: 5: Conventions
Correct Answer: D DOK Level: 1 Item Type: O

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

who need them

- A.** whoever needs them
- B.** whom need them
- C.** who's needing them
- D.** No change

Item Information

Item Code:	TN0025301	Position No:	15	Grade Level:	English II
Standard Code:	9-10.L.CSE.2	Item Accnum:	VH957296		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN0091914	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.				
Reporting Category:	5: Conventions				
Correct Answer:	C	DOK Level:	1	Item Type:	O

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

individually, therefore,

- A.** individually therefore,
- B.** individually — therefore,
- C.** individually; therefore,
- D.** No change

Item Information

Item Code: TN0025302 Position No: 16 Grade Level: English II
Standard Code: 9-10.L.CSE.1 Item Accnum: VH957519
Passage Title 1: Passage Title 2:
Passage Code 1: TN0091914 Passage Code 2:
Standard Text: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
Reporting Category: 5: Conventions
Correct Answer: A DOK Level: 1 Item Type: O

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

that contains

- A.** that contain
- B.** that is containing
- C.** that has contained
- D.** No change

Passage Information

Passage Code: TN475447	Passage Title:	
Reporting Category:	Grade Level: English II	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VH956394	Passage Accnum 2:	

Read the passage and answer the questions that follow.

About Those Acorns

by Kristin Steinmetz

- 1 Fall is a time for nuts and no nut is more noticeable than the acorn, the fruit of oak trees and food of wildlife.
- 2 Some years are boom years for acorns. Hikers dodge falling acorns and balance on trails that seem to be covered in marbles.
- 3 Other years, we seem to have no nuts.

Why?

- 4 Like many trees, oaks have irregular cycles of boom and bust. Boom times, called “mast years,” occur every 2–5 years, with few acorns in between. But the why and how of these cycles are still one of the great mysteries of science.
- 5 Scientific research can tell us what a mast year is not. A mast year is not a predictor of a severe winter. Unfortunately, plants and animals are no better at predicting the future than we are.
- 6 Strangely, mast years are not simply resource-driven. Sure, a wet, cool spring can affect pollination and a hot, dry summer can affect acorn maturation. But annual rainfall and temperature fluctuations are much smaller in magnitude than acorn crop sizes. In other words, weather variables cannot account for the excessive, over-the-top, nutty production of acorns in a mast year.
- 7 So what does trigger a mast year? Scientists have proposed a range of explanations — from environmental triggers to chemical signaling to pollen availability — but our understanding is hazy and the fact is that we simply don’t know yet.
- 8 Boom and bust cycles of acorn production do have an evolutionary benefit for oak trees through “predator satiation.” The idea goes like this: in a mast year, predators (chipmunks, squirrels, turkeys, blue jays, deer, bear, etc.) can’t eat all the acorns, leaving some nuts for growing into future oak trees. Years of lean acorn production keep predator populations low, so there are fewer animals to eat

all the seeds in a mast year. Ultimately, a higher proportion of nuts overall escape the jaws of hungry animals.

- 9 Whatever the reasons and mechanisms behind acorn cycles, mast years do have ecological consequences for years to come. More acorns, for example, may mean more deer and mice. Unhappily, more deer and mice may mean more ticks and, possibly, more incidences of Lyme disease.
- 10 Many animals depend upon the highly nutritious acorn for survival. Oak trees, meanwhile, depend upon boom and bust cycles, and a few uneaten acorns, for theirs.

Amazing Acorn Facts

- There are about 90 species of oaks in North America. All oaks have acorns.
- There is no such thing as an acorn tree.
- Acorns belonging to trees in the Red Oak group take two growing seasons to mature; acorns in the White Oak group mature in one season.
- Oak trees have greenish, inconspicuous female flowers and are wind pollinated.
- Oak trees of North America annually produce more nuts than all the region's other nut trees together, wild and cultivated.
- One huge oak can drop up to 10,000 acorns in a mast year!
- Mastings takes a lot of energy! Oak trees grow slowly in a mast year and grow well the year after.

"About Those Acorns," by Kristin Steinmetz, from blogs.MassAudubon.org, October 16, 2012. Copyright © 2012, *Mass Audubon*, Your Great Outdoors. In the public domain.

Item Information

Item Code:	TN275831	Position No:	17	Grade Level:	English II
Standard Code:	9-10.RI.CS.5	Item Accnum:	VH956924		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN475447	Passage Code 2:			
Standard Text:	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	C	DOK Level:	3	Item Type:	O

How do paragraphs 1–3 help develop a central idea of the passage?

- A.** They explain what acorns are to help develop the central idea that all oak trees produce acorns.
- B.** They explain what a boom year is to help develop the central idea that many animals depend on acorns.
- C.** They describe contrasting conditions to help develop the central idea that acorn production varies by year.
- D.** They describe the results of heavy acorn production to help develop the central idea that acorns are important.

Item Information

Item Code: TN975891	Position No: 18	Grade Level: English II
Standard Code: 9-10.RI.CS.5	Item Accnum: VH956829	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN475447	Passage Code 2:	
Standard Text: Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: D	DOK Level: 2	Item Type: O

Read the sentence from paragraph 6.

But annual rainfall and temperature fluctuations are much smaller in magnitude than acorn crop sizes.

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

- A.** It reveals that most natural cycles experience variations each year.
- B.** It supports the idea that it is a combination of factors that cause mast years.
- C.** It demonstrates the excessive amount of acorns that can be produced by oak trees.
- D.** It shows that a common explanation for what causes mast years is not supported by fact.

Item Information

Item Code:	TN476056	Position No:	19	Grade Level:	English II
Standard Code:	9-10.RI.CS.6	Item Accnum:	VH957059		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN475447	Passage Code 2:			
Standard Text:	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	B,D,E	DOK Level:	3	Item Type:	O

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

Part A

What is the author's purpose in the passage?

- A.** to suggest that there is a lack of understanding of mast years, and that further study is needed
- B.** to reveal that, although the science behind mast years is unknown, the impact of mast years is significant
- C.** to explain that, although mast years occur unpredictably, the way mast years affect the environment is unpredictable
- D.** to show that the ecological system is closely connected, and this is demonstrated through the effects of mast years

Part B

Select **two** phrases from the passage that help convey the author's purpose.

- A.** "Like many trees, oaks have irregular cycles of boom and bust." (paragraph 4)
- B.** "Boom times, called 'mast years,' occur every 2–5 years, with few acorns in between." (paragraph 4)
- C.** "Unfortunately, plants and animals are no better at predicting the future than we are." (paragraph 5)
- D.** "Scientists have proposed a range of explanations — from environmental triggers to chemical signaling to pollen availability — but our understanding is hazy and the fact is that we simply don't know yet." (paragraph 7)
- E.** "Whatever the reasons and mechanisms behind acorn cycles, mast years do have ecological consequences for years to come." (paragraph 9)

Item Information

Item Code: TN476005	Position No: 20	Grade Level: English II
Standard Code: 9-10.RI.KID.3	Item Accnum: VH957041	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN475447	Passage Code 2:	
Standard Text: Analyze how an author presents and develops key ideas and events to impact meaning.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: D,C	DOK Level: 3	Item Type: O

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

Part A

What is one of the author's claims about why cycling between lean years and mast years is important for oak trees?

- A.** The cycle provides time for the oak trees to grow rapidly during mast years.
- B.** The cycle forces potential predators to find sources of nutrition besides acorns.
- C.** The cycle ensures that negative impacts from mast years have time to resolve.
- D.** The cycle allows oak trees to control the populations of animals that eat acorns.

Part B

Select the detail that is the **best** evidence in support of the author's claim.

- A.** "Boom and bust cycles of acorn production do have an evolutionary benefit . . ." (paragraph 8)
- B.** ". . . in a mast year, predators (chipmunks, squirrels, turkeys, blue jays, deer, bear, etc.) can't eat all the acorns . . ." (paragraph 8)
- C.** "Years of lean acorn production keep predator populations low, so there are fewer animals to eat all the seeds in a mast year." (paragraph 8)
- D.** "Unhappily, more deer and mice may mean more ticks and, possibly, more incidences of Lyme disease." (paragraph 9)

Item Information

Item Code: TN676038	Position No: 21	Grade Level: English II
Standard Code: 9-10.RI.KID.2	Item Accnum: VH956921	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN475447	Passage Code 2:	
Standard Text: Determine a central idea of a text and analyze its development; provide an objective or critical summary.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: C,E	DOK Level: 3	Item Type: O

Which **two** statements, taken together, provide the **best** summary of the passage?

- A.** More oak trees are able to grow after a boom year for acorns.
- B.** Acorns are a valuable source of nutrition for many different animals.
- C.** Scientists are studying oak trees to understand the reasons for differences in acorn production.
- D.** Years when there are many acorns can cause an increase in the population of ticks that carry diseases.
- E.** Oak trees have cycles in which they produce many acorns one year and few acorns in the years following.

Passage Information

Passage Code: TN0093296	Passage Title:	
Reporting Category:	Grade Level: English II	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VR051459	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."

Have you ever looked in an open field during the summer and seen small flashes of light flying through the air? Fireflies also known as lightning bugs are responsible for this light show.

Their greenish-yellow light results from a chemical reaction in their abdomens. A naturally occurring chemical called luciferin interacts with other chemicals to produce a heatless light. Called bioluminescence, this feature is found in other animals, such as plankton and lantern fish.

As common as fireflies are, one species found in Tennessee's Great Smoky Mountains is exceptional. For two weeks every summer, the synchronous fireflies blink in unison. This synchronous flashing does not occur constantly but in short bursts. Scientists think that the unusual blink of the fireflies are related to mating rituals.

These synchronous fireflies were discovered in the Smoky Mountains in 1995, scientists located other groups in South Carolina and the Appalachian Mountains. The air temperature and moisture of the soil in these areas is ideal for the fireflies. Experts believe there may be more undiscovered populations of this blinking bug.

The unusual fireflies have become somewhat of a tourist attraction. During the firefly mating season, curious bug-seekers visit the Little River Trailhead at Elkmont, Tennessee. Shuttle buses take tourists to popular viewing sites.

Item Information

Item Code:	TN0032491	Position No:	22	Grade Level:	English II
Standard Code:	9-10.L.CSE.2	Item Accnum:	VH957461		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0093296	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.				
Reporting Category:	5: Conventions				
Correct Answer:	B	DOK Level:	2	Item Type:	O

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

Fireflies also known as lightning bugs are responsible for this light show.

- A.** Fireflies, also known as lightning bugs — are responsible for this light show.
- B.** Fireflies, also known as lightning bugs, are responsible for this light show.
- C.** Fireflies, also known as lightning bugs are responsible for this light show.
- D.** No change

Item Information

Item Code: TN0032493 Position No: 23 Grade Level: English II
Standard Code: 9-10.L.CSE.1 Item Accnum: VH957347
Passage Title 1: Passage Title 2:
Passage Code 1: TN0093296 Passage Code 2:
Standard Text: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
Reporting Category: 5: Conventions
Correct Answer: D DOK Level: 2 Item Type: O

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

Called bioluminescence, this feature is found in other animals, such as plankton and lantern fish.

- A.** Called bioluminescence, other animals have this feature, such as plankton and lantern fish.
- B.** Called bioluminescence, other animals, such as plankton and lantern fish, have this feature.
- C.** Called bioluminescence, plankton and other animals, such as lantern fish, have this feature.
- D.** No change

Item Information

Item Code:	TN0032495	Position No:	24	Grade Level:	English II
Standard Code:	9-10.L.CSE.1	Item Accnum:	VH957289		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN0093296	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.				
Reporting Category:	5: Conventions				
Correct Answer:	A	DOK Level:	2	Item Type:	O

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

unusual blink of the fireflies are related

- A.** unusual blink of the fireflies is related
- B.** unusual blink of the fireflies is being related
- C.** unusual blinks of the firefly is related
- D.** No change

Item Information

Item Code: TN0032496 Position No: 25 Grade Level: English II
Standard Code: 9-10.L.CSE.1 Item Accnum: VH957329
Passage Title 1: Passage Title 2:
Passage Code 1: TN0093296 Passage Code 2:
Standard Text: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
Reporting Category: 5: Conventions
Correct Answer: A DOK Level: 2 Item Type: O

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

These synchronous fireflies were discovered in the Smoky Mountains in 1995, scientists located other groups in South Carolina and the Appalachian Mountains.

- A.** After these synchronous fireflies were discovered in the Smoky Mountains in 1995, scientists located other groups in South Carolina and the Appalachian Mountains.
- B.** These synchronous fireflies were discovered in the Smoky Mountains in 1995, while scientists located other groups in South Carolina and the Appalachian Mountains.
- C.** These synchronous fireflies were discovered in the Smoky Mountains in 1995, so scientists located other groups in South Carolina and the Appalachian Mountains.
- D.** No change

Item Information

Item Code:	TN0032499	Position No:	26	Grade Level:	English II
Standard Code:	9-10.L.CSE.2	Item Accnum:	VH957500		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN0093296	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.				
Reporting Category:	5: Conventions				
Correct Answer:	B	DOK Level:	2	Item Type:	O

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

the fireflys mating season

- A.** the firefly's mating season
- B.** the fireflies' mating season
- C.** the fireflies's mating season
- D.** No change