

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 5 Item Release



Read the passage and answer the questions that follow.

Excerpt from *Dewey: The True Story of a World-Famous Library Cat*

by Vicki Myron and Bret Witter

On a cold winter morning, librarian Vicki Myron found a kitten in the book-drop bin. This is the true story about when she brought the kitten into the library.

- 1 The most amazing thing about the kitten was how happy he was that first day. Here he was in a new environment, surrounded by eager strangers who wanted nothing more than to squeeze him, cuddle him, and coo, and he was perfectly calm. No matter how many times we passed him from hand to hand, and no matter what position we held him in, he was never jumpy or fidgety. He never tried to bite or get away. Instead, he just relaxed into each person's arms and stared up into their eyes.
- 2 Can you imagine it, the tiniest ball of fluff in the world, no bigger than a juice box, staring up into your eyes with love? And then nuzzling you with his wet nose. And laying his head on your arm. And purring. No wonder we didn't want to put him down! All we wanted to do was grab him, hold him, and love him.
- 3 In fact, when I set him down at closing time that first night, I had to watch him for five minutes to make sure he could totter all the way to his food dish and litter box. If he was going to be a library cat, he had to learn to live in the library. If I took him home, even for one night, he might imprint on my home and never want to leave. So I had to leave him alone in the library the first night.
- 4 But he looked so tiny as he limped across that big library, like a little lopsided toy. And he looked like he was trying so hard. The poor guy. I don't think his frostbitten feet had touched the ground all day.
- 5 Still, I wasn't too worried about him. I'd taken him to the vet that morning, and he wasn't in any health danger. He was an alley cat, so he was used to being alone at night. And thanks to the librarians, he already had a box to sleep in and toys to play with.
- 6 One librarian, Doris Armstrong, had even brought him a warm pink blanket. We had all watched as she bent down and scratched the kitten under the chin, then folded the blanket and put it in his cardboard box. The kitten had stepped gingerly into the box, curled his legs underneath his body for warmth, and fallen asleep. And that's exactly where I found him the next morning, asleep on his warm pink blanket.

7 The next step was to share our little guy with the outside world. The library staff may have already accepted the kitten, but keeping him wasn't our decision. The Spencer Public Library was part of the city government, which meant it answered to the city council and the library board. But it also answered to the ten thousand people of Spencer, and they could be a pretty opinionated bunch. If we wanted to keep the kitten, we needed the library board to approve. But more than that, we needed the town to want him.

8 As a librarian, I know you can't just put any cute cat in a library. If he's not friendly, he's going to make enemies. If he's too shy or scared, nobody will stand up for him. If he's not patient, he's going to bite. If he's too rambunctious, he's going to make a mess.

9 I had no doubt about our boy. From the moment he looked up into my eyes, so calm and content, I knew he was perfect for the library. There wasn't a flutter in his heart as I held him in my arms; there wasn't a moment of panic in his eyes. He trusted me completely. He trusted everyone. That's what made him so special: his complete and unabashed trust. And because of it, I trusted him, too.

10 But that doesn't mean I wasn't a little apprehensive when I motioned Mary Huston, the town historian, into the staff area of the library. This was it: his first introduction to the public. As I took the kitten in my arms, I must admit that I felt a flutter in *my* heart. When the kitten had looked into my eyes, something had happened; we had made a connection. He was more than just a cat to me. It had only been a day, but already I couldn't stand the thought of being without him. What if Mary didn't like him?

11 "Why, hello," Mary said with a smile when she saw the tiny kitten in my hands. She reached out to pet him on the top of the head — and he stretched out to sniff her hand!

12 "Oh, my," Mary said. "He's handsome."

Excerpt from *Dewey: The True Story of a World-Famous Library Cat* by Vicki Myron and Bret Witter, April 2011. Copyright © 2011, Little, Brown Books for Young Readers. Used by permission of the Hachette Book Group via Copyright Clearance Center.

00. What does the word apprehensive mean as it is used in paragraph 10?

- A.** selfish
- B.** excited
- C.** nervous
- D.** terrified

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

- A.** A librarian discovers a stray kitten. With the help of other librarians, she makes a comfortable bed for him to sleep.
- B.** Some librarians make a home for a stray kitten. After caring for him, they decide the kitten would get along well with library visitors.
- C.** Some librarians care for a stray kitten. After quickly becoming fond of the kitten, the librarians hope he will be able to live at the library.
- D.** A librarian finds a stray kitten. Even though the librarians answer to City Hall, they will make the decision about whether he can stay.

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

Part A

What is the relationship between the library staff and the government of Spencer?

- A.** The city government decides important issues, but the library staff handles small issues.
- B.** The city government gives valuable advice to the library staff, but their ideas are just suggestions.
- C.** The city government works along with the library staff to make decisions that affect the library.
- D.** The city government pays for the library and helps the library staff make decisions about money.

Part B

How does this relationship affect the ideas in the text?

- A.** The librarians are able to bring the kitten into the library.
- B.** The librarians need permission to keep the kitten at the library.
- C.** The librarians must be careful whom they tell about the kitten.
- D.** The librarians have to decide who will care for the kitten.

Metadata- English

Passage

| Passage UIN | Grade | Passage Title | Lexile Level | Flesch-Kincaid | Word Count |
|-------------|-------|--|--------------|----------------|------------|
| TN0000498 | 05 | Excerpt from Dewey: The True Story of a World-Famous Library Cat | 840L | 4.9 | 779 |

Metadata Definitions:

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

Items

| Page Number | UIN | Grade | Item Type | Key | DOK | TN Standards |
|-------------|-----------|-------|-----------|------|-----|--------------|
| 6 | TN0011337 | 05 | MC | C | 2 | 5.RI.CS.4 |
| 7 | TN0011384 | 05 | MC | C | 2 | 5.RI.KID.2 |
| 8 | TN0011400 | 05 | MC; MC | C; B | 3 | 5.RI.KID.3 |

Metadata Definitions:

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