

# Tennessee Comprehensive Assessment Program

# TCAP

## English Language Arts Grade 5 Item Release



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**Passage Information**

Passage Code: TN445946	Passage Title:	
Reporting Category:	Grade Level: 5	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VR013136	Passage Accnum 2:	

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**Read the passage and answer the questions that follow.**

## **Excerpt from *Out of Darkness: The Story of Louis Braille***

by Russell Freedman

### **The Dormitory**

- 1        The dormitory was dark and still. Only one boy was still awake. He sat on the edge of his bed at a far corner in the room holding a writing board and a sheet of thick paper on his lap. Working slowly, deliberately, he punched tiny holes across the page with the sharp point of a stylus. Every so often, he paused and ran his fingers across the raised dots on the opposite side of the paper. Then he continued working with his stylus. He was interrupted by a husky whisper coming from the next bed. The same hushed conversation took place almost every night — the same questions, the same answers. “Louis? That you? Still punching dots?”
- 2        “Shh! Be quiet, Gabriel. It’s late. You’ll wake up everyone.” “You’d better quit and get some rest, Louis. The director will be furious if you doze off in class again.” “I know, I know. I’m almost finished now. Go back to sleep!”
- 3        Louis Braille placed his paper and stylus on the shelf behind his bed. Extending his arm before him, he walked across the dormitory and stood before an open window. He was a thin, handsome boy with the strong features of his French ancestors. Tangled blond hair fell across his forehead. His eyes, tinged with purple, stared blankly from above prominent cheekbones.
- 4        Louis was a student at the Royal Institute for Blind Youth in Paris. For months now, he had been punching combinations of dots into sheets of paper. He was trying to work out a system of reading and writing for all those who cannot see.
- 5        As it was, blind people could not hope to read or write. The best method yet devised for them was almost useless. Isolated from much of human knowledge, unable to communicate by the written word, they could never share fully in life. It was a fact that Louis could not accept. More than anything else, he wanted to read.
- 6        Yet his experiments with dots hadn’t accomplished much. His friends told him he was wasting his time. Perhaps they were right. Perhaps neither he nor any

other blind person could ever take his place in the world of seeing. Standing at the window, he listened to the regular breathing of his sleeping classmates. From the street below, he could hear the rumble of wheels and clicking of hooves as carriages rolled past on the cobblestone pavement. A warm breeze swept through the window, carrying memories of spring in his own village.

- 7        At home, the fields now would feel moist and soft beneath his bare feet. The hills would be fragrant with the smell of new clover. Local farmers would be bringing their first produce to market in the Village Square. Reaching back into his childhood, Louis tried to remember what the Village Square looked like. But he knew it was useless. He had tried to remember so many times before. He could no longer recall the sight of the square, or the fields, or the hills.
- 8        He could not remember what his house looked like, nor could he picture the faces of his mother and father. The sounds, the smells, and the sensations of home — these were vivid and clear. But the sights had faded and disappeared. He could remember nothing he had ever seen. He had been blind much too long.

Excerpt from *Out of Darkness: The Story of Louis Braille*, by Russell Freedman. Performance copyright © 1998, Prince Frederick, Md., Recorded Books; One Click Digital, 2011. Used by permission.

**Item Information**

Item Code: TN244794	Position No: 1	Grade Level: 5
Standard Code: 5.RI.IKI.8	Item Accnum: VR016201	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN445946	Passage Code 2:	
Standard Text: Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B	DOK Level: 2	Item Type: O

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**Read the sentence from paragraph 5.**

**The best method yet devised for them was almost useless.**

What does this sentence help the reader to understand about Louis Braille's experiments?

- A.** Louis Braille's work relied on the progress other people had already made.
- B.** Other people had already tried and failed to do what Louis Braille hoped to do.
- C.** All of Louis Braille's efforts to help the blind read and write had come to nothing.
- D.** Louis Braille had tried many times before to develop a writing system for the blind.

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**Item Information**

Item Code: TN944834	Position No: 2	Grade Level: 5
Standard Code: 5.RI.IKI.8	Item Accnum: VR016245	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN445946	Passage Code 2:	
Standard Text: Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: D	DOK Level: 2	Item Type: O

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In paragraph 6, what does the sentence “Perhaps they were right” tell the reader about Louis?

- A.** He generally valued the opinions of his friends.
- B.** Usually he was positive about his future success.
- C.** He often thought about the goal of being able to read.
- D.** Sometimes he lost faith in his project.

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**Item Information**

Item Code:	TN345148	Position No:	3	Grade Level:	5
Standard Code:	5.RI.CS.4	Item Accnum:	VR016367		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN445946	Passage Code 2:			
Standard Text:	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	B	DOK Level:	2	Item Type:	O

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In paragraph 7, which word **best** helps the reader understand what fragrant means?

- A.** "hills"
- B.** "smell"
- C.** "new"
- D.** "clover"

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**Item Information**

Item Code: TN645155	Position No: 4	Grade Level: 5
Standard Code: 5.RI.IKI.8	Item Accnum: VR016250	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN445946	Passage Code 2:	
Standard Text: Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: A,D	DOK Level: 3	Item Type: O

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What do the details in paragraphs 7-8 help the reader understand about Louis Braille? Select **two** answers.

- A.** Louis Braille actually had not been born blind.
- B.** Louis Braille thought he might not achieve his goal.
- C.** Louis Braille was very smart but disliked being in school.
- D.** Louis Braille had full experiences through his other senses.
- E.** Louis Braille very much wanted to be able to read and write.

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**Item Information**

Item Code: TN744715	Position No: 5	Grade Level: 5
Standard Code: 5.RI.KID.3	Item Accnum: VR016349	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN445946	Passage Code 2:	
Standard Text: Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B	DOK Level: 2	Item Type: O

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Which statement **best** describes the relationship between Louis Braille and Gabriel in the passage?

- A.** Gabriel hopes that Louis will succeed, and Louis appreciates his encouragement.
- B.** Gabriel is concerned about Louis, but Louis dismisses his concern and continues working.
- C.** Gabriel is annoyed by Louis, and Louis feels the same way about him.
- D.** Gabriel is angry that Louis falls asleep in class, but Louis does not care about that.



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**Item Information**

Item Code: TN345145	Position No: 6	Grade Level: 5
Standard Code: 5.RI.KID.3	Item Accnum: VR016297	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN445946	Passage Code 2:	
Standard Text: Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: D,B	DOK Level: 3	Item Type: O

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

**Part A**

According to the passage, which statement explains what **most** caused Louis Braille to develop a new system of writing?

- A.** He and his friends attended a special school for blind children.
- B.** He had strong memories of his home that he wanted to express.
- C.** He had been born seeing but became blind later in his childhood.
- D.** He felt the blind could not take an active part in the seeing world.

**Part B**

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

- A.** "Louis was a student at the Royal Institute for Blind Youth in Paris." (paragraph 4)
- B.** "Isolated from much of human knowledge, unable to communicate by the written word, they could never share fully in life." (paragraph 5)
- C.** "A warm breeze swept through the window, carrying memories of spring in his own village." (paragraph 6)
- D.** "Reaching back into his childhood, Louis tried to remember what the Village Square looked like." (paragraph 7)

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**Item Information**

Item Code: TN445159	Position No: 7	Grade Level: 5
Standard Code: 5.RI.KID.2	Item Accnum: VR016354	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN445946	Passage Code 2:	
Standard Text: Determine the central idea of a text and explain how it is supported by key details; summarize the text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B	DOK Level: 2	Item Type: O

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

- A.** Braille attended a school for blind youth, and he lived with other students in a dormitory.
- B.** As a young student, Braille began to develop a system of writing that could be read by blind people.
- C.** Every night, Braille’s friend would warn him that he should get some sleep instead of punching dots.
- D.** Braille used a stylus to punch holes into paper, and then he touched the holes to see what they felt like.

**Passage Information**

Passage Code: TN146032	Passage Title:	
Reporting Category:	Grade Level: 5	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VR013149	Passage Accnum 2:	

**Read the passage and answer the questions that follow.**

## **Excerpt from *Starry River of the Sky***

by Grace Lin

*Rendi is a boy who has left home and ended up working as a chore boy at a village inn. Rendi is not impressed by either the village or the inn, and he has made his opinions clear to the innkeeper's daughter, Peiyi.*

1 The only thing Rendi could not scorn was the strange, endless plain of stone that lay beyond the inn. The smooth rock ground stretched beyond sight, as if someone had wiped away part of the landscape with a rag.

2 "What is that?" Rendi gasped in spite of himself.

3 "It's the Stone Pancake," Peiyi answered. She was glad there was at least one thing this horrid boy could not mock. "My ancestor made it."

4 "Made it?" Rendi said in disbelief. "You're lying!" "It's true!" Peiyi insisted. "My ancestor was a great man."

5 "Your ancestor? My ancestor was the . . ." Rendi sputtered, and then stopped.

6 "What did your ancestor do?" Peiyi said. "Mine moved a mountain!"

7 Rendi bit his lip in frustration. His ancestors were far greater than the ancestors of this dirty-faced girl! But he swallowed his words bitterly and, instead, said, "How?"

### **THE STORY OF THE MAN WHO MOVED A MOUNTAIN**

8 When this place was called the Village of Endless Mountain, my esteemed great-grandfather moved here. He was an extraordinary man. He was so determined and courageous that when he wanted his tea made of Nan Ling water, he journeyed the hundreds of miles to the Long River and braved the brutal and violent waves to get it. He was so smart and clever that he never lost a game of chess in his entire life. He was so strong and powerful that he pulled two oxen by their tails through the street. So wondrous was my honored great-grandfather that all, even the spirits above, looked upon him with admiration.

- 9        So, when one fall morning he looked out his window and was displeased, the ground seemed to join his family with their trembling. "I see nothing out my window," my great-grandfather cried. "Why can I not see the sky, the sun, and clouds?"
- 10       "Honored father" — his two sons and wife bowed at his feet — "our house is next to the mountain. You do not see the sky in your room, because the mountain blocks it."
- 11       My esteemed great-grandfather sputtered, "I must be able to see the sky! I cannot let the mountain block the heavens! We will move the mountain."
- 12       He gathered shovels and pails, and he and his obedient sons began to dig. One bucket at a time, they began to carry the mountain away. Obviously, this seemed an impossible task, like emptying the ocean with a rice bowl. Yet my honored great-grandfather was not discouraged, and day after day, he and his sons carried away buckets of earth.
- 13       All the villagers came to watch in amazement as my great-grandfather and his sons attempted to move the mountain. Their awed whispers carried to the clouds, and the Spirit of the Mountain overheard. The Spirit gazed down at my great-grandfather and his tireless, unyielding shoulders bearing away stones of the mountain and was alarmed. The Spirit took human form and rushed down.
- 14       "Why are you trying to move the mountain?" the Spirit asked my honored great-grandfather. "To carry it away, bucket by bucket — is that not impossible? Even if you were to live a hundred years and work every day, you could not achieve it."
- 15       My esteemed great-grandfather brushed away the words. "I will move this mountain," he said. "If I do not move the mountain in my lifetime, my sons will continue my work and their sons after that. Eventually, this mountain of annoyance will be gone!"
- 16       The Mountain Spirit heard the truth in my honored great-grandfather's words and began to quake and shiver with fear. Without another word, the Spirit left. The next morning, the sun streamed into my great-grandfather's room. He leaped from his bed and ran outside.
- 17       The mountain was gone.
- 18       Instead, there was an empty stone field that seemed as flat as a plate and as endless as the sky. My honored great-grandfather stood with pride. He had moved the mountain.
- 19       "And that is why we have the Stone Pancake," Peiyi finished. "It is where the mountain used to be, before it fled from my great-grandfather's power and wisdom."

20 "No one uses it?" Rendi said.

21 "Nothing grows on it, no one builds on it, and no one travels on it," Peiyi said, shaking her head. "It's so big that if you walk on it far enough, you'll see nothing but the sky and the flat stone and get lost! Sometimes we use a small bit of it near the inn for celebrations, like weddings, but usually it is left bare."

22 "I can't believe it," Rendi said. But the never-ending flat land drew out in front of him, and he could think of no other explanation.

Excerpt from *Starry River of the Sky*, Grace Lin. Copyright © Paw Prints, 2014.

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**Item Information**

Item Code:	TN345168	Position No:	8	Grade Level:	5
Standard Code:	5.RL.CS.4	Item Accnum:	VR016188		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN146032	Passage Code 2:			
Standard Text:	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	B	DOK Level:	2	Item Type:	O

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In paragraph 7, what does the phrase “he swallowed his words” mean?

- A.** He was confused about what he should say.
- B.** He chose not to say what he wanted to say.
- C.** He said something he did not mean to say.
- D.** He carefully thought about what to say.

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**Item Information**

Item Code: TN745222	Position No: 9	Grade Level: 5
Standard Code: 5.RL.KID.3	Item Accnum: VR016361	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN146032	Passage Code 2:	
Standard Text: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.		
Reporting Category: 1: Reading: Literature		
Correct Answer: C	DOK Level: 2	Item Type: O

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What is the difference between the setting in paragraphs 1–7 and the setting in the rest of the passage?

- A.** The village has changed.
- B.** The weather has changed.
- C.** The time period has changed.
- D.** The inn has changed.

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**Item Information**

Item Code: TN645173	Position No: 10	Grade Level: 5
Standard Code: 5.RL.CS.5	Item Accnum: VR016391	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN146032	Passage Code 2:	
Standard Text: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.		
Reporting Category: 1: Reading: Literature		
Correct Answer: C	DOK Level: 2	Item Type: O

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How do paragraphs 1–7 contribute to the overall structure of the story?

- A.** They explain how Peiyi’s great-grandfather moved the mountain.
- B.** They explain why Rendi is not impressed with the village.
- C.** They provide an opportunity for Peiyi to share the story about her great-grandfather.
- D.** They provide an opportunity for Rendi and Peiyi to share stories about the village.



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**Item Information**

Item Code: TN245187	Position No: 11	Grade Level: 5
Standard Code: 5.RL.CS.4	Item Accnum: VR016221	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN146032	Passage Code 2:	
Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.		
Reporting Category: 3: Reading: Vocabulary		
Correct Answer: A	DOK Level: 3	Item Type: O

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What does the word esteemed mean as it is used in paragraph 8?

- A.** highly respected
- B.** hard working
- C.** disappointed
- D.** sincere

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**Item Information**

Item Code: TN245181	Position No: 12	Grade Level: 5
Standard Code: 5.RL.KID.1	Item Accnum: VR016224	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN146032	Passage Code 2:	
Standard Text: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
Reporting Category: 1: Reading: Literature		
Correct Answer: D	DOK Level: 3	Item Type: O

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**Read these sentences from paragraph 18.**

**My honored great-grandfather stood with pride. He had moved the mountain.**

How does the great-grandfather actually move the mountain?

- A.** He and his sons work so hard that the mountain finally disappears.
- B.** He is so admired that the villagers decide to help him carry the mountain away.
- C.** He and his sons call on a spirit to help them fill the buckets with dirt.
- D.** He shows such willpower that he convinces a spirit to take the mountain away.

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**Item Information**

Item Code: TN845214	Position No: 13	Grade Level: 5
Standard Code: 5.RL.KID.3	Item Accnum: VR016186	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN146032	Passage Code 2:	
Standard Text: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.		
Reporting Category: 1: Reading: Literature		
Correct Answer: B	DOK Level: 2	Item Type: O

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How are Peiyi's great-grandfather and the Mountain Spirit different?

- A.** Great-grandfather is more frightened, but the Mountain Spirit is more helpful.
- B.** Great-grandfather is more determined, but the Mountain Spirit is more powerful.
- C.** Great-grandfather is more practical, but the Mountain Spirit is more creative.
- D.** Great-grandfather is more honest, but the Mountain Spirit is more trustworthy.

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**Item Information**

Item Code:	TN245218	Position No:	14	Grade Level:	5
Standard Code:	5.RL.KID.3	Item Accnum:	VR016402		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN146032	Passage Code 2:			
Standard Text:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	D	DOK Level:	2	Item Type:	O

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How are Peiyi and Rendi alike?

- A.** They are from the same village.
- B.** They are keeping a secret.
- C.** They think that their home is nice.
- D.** They believe that their ancestors are great.

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**Item Information**

Item Code: TN445233	Position No: 15	Grade Level: 5
Standard Code: 5.RL.KID.2	Item Accnum: VR016396	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN146032	Passage Code 2:	
Standard Text: Determine a theme or central idea 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,A	DOK Level: 3	Item Type: O

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

**Part A**

What is a theme in the story?

- A.** People often pretend to be powerful even if they are not.
- B.** People appreciate leaders who are smart and clever.
- C.** Showing your knowledge is a way to make friends.
- D.** Having pride in your history is important.

**Part B**

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

- A.** "My ancestor was a great man." (paragraph 4)
- B.** ". . . he never lost a game of chess in his entire life." (paragraph 8)
- C.** ". . . he pulled two oxen by their tails through the street." (paragraph 8)
- D.** "And that is why we have the Stone Pancake," Peiyi finished." (paragraph 19)

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**Passage Information**

Passage Code: TN0093216	Passage Title:
Reporting Category:	Grade Level: 5
Lexile Level: 0	Flesch-Kincaid: 0
Passage Accnum 1: VR051427	Passage Accnum 2:

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**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."**

Many people are drawn to pictures of baby animals. People like looking at pictures of all kinds of animals, weather they are real or imagined. Why is this? Scientists have different ideas about it. Some think that people like animal babies because of their likeness to human babies. Animal and human babies all have big eyes, and high foreheads, and small flat noses. Perhaps humans just like animal babies and want to care for them. This explanation does make sense. Others think that where we live influences us to like both human babies and baby animals. Do the same ideas influence people's choice of pets?

How popular an animal will be as a pet depends on time and place. In past Chinese cultures, people prized birds and fish more than dogs. Today many Chinese people have dogs as pets. In some places in Japan, prairie dogs are now popular as small, cute pets. Having this wild animal as a pet have not been allowed yet in the U.S.

People do prefer cute animals. This much is true. "People today spend more time looking at cute things than ever before noted a writer in a popular newspaper. For whatever the reason, it is clear that humans will choose a picture of a kitten over one of an adult cat.

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**Item Information**

Item Code: TN0018067	Position No: 16	Grade Level: 5
Standard Code: 5.FL.WC.4	Item Accnum: VR016016	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0093216	Passage Code 2:	
Standard Text: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
Reporting Category: 5: Conventions		
Correct Answer: B	DOK Level: 1	Item Type: O

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

**weather they are real**

- A.** wheather they are real
- B.** whether they are real
- C.** wether they are real
- D.** No change

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**Item Information**

Item Code:	TN0018068	Position No:	17	Grade Level:	5
Standard Code:	5.FL.SC.6	Item Accnum:	VR015997		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0093216	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:	D	DOK Level:	2	Item Type:	O

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

it

- A.** them
- B.** those
- C.** these
- D.** No change



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**Item Information**

Item Code: TN0018069	Position No: 18	Grade Level: 5
Standard Code: 5.FL.SC.6f	Item Accnum: VR016015	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0093216	Passage Code 2:	
Standard Text: Use punctuation to separate items in a series.		
Reporting Category: 5: Conventions		
Correct Answer: C	DOK Level: 1	Item Type: O

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

**big eyes, and high foreheads, and**

- A.** big eyes and high foreheads and
- B.** big eyes and high foreheads, and,
- C.** big eyes, high foreheads, and
- D.** No change

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**Item Information**

Item Code:	TN0018073	Position No:	19	Grade Level:	5
Standard Code:	5.FL.SC.6	Item Accnum:	VR015986		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0093216	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:	A	DOK Level:	1	Item Type:	O

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

**have not been**

- A.** is not
- B.** are not
- C.** were not
- D.** No change

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**Item Information**

Item Code: TN0018074	Position No: 20	Grade Level: 5
Standard Code: 5.FL.SC.6	Item Accnum: VR016009	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0093216	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: C	DOK Level: 1	Item Type: O

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

**before noted**

- A.** before." noted
- B.** before" noted
- C.** before," noted
- D.** No change