

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 5 Item Release



Read the passage and answer the questions that follow.

Danger at the Scituate Lighthouse

by Marlene Bateman Sullivan

- 1 Rebecca stood by her father, looking out the windows of Scituate Lighthouse at the glitter of the surf and beyond to the deep blue swells of the ocean. Low sand dunes, crowned in spots with sea grass, topped the Massachusetts beach. There were no clouds in the sky—nothing at all to give warning of the danger that was sailing toward them.
- 2 Earlier that day, Mr. Bates had decided that he would take most of Rebecca’s younger brothers and sisters to town to pick up food and supplies, which were dangerously low.
- 3 “Now, Rebecca,” he began, gazing out across the open sea. “I want you and Abigail to help your mother and take care of things while I go to town with the others. I won’t be gone long.”
- 4 “We’ll help,” Rebecca promised.
- 5 “I know I can count on you.”
- 6 Still, Mr. Bates looked a little worried about leaving the lighthouse. After all, peace had not yet been declared, even though the War of 1812 was nearly over. Although English warships used to frequently raid towns along the coast—including Scituate—no English troops had been sighted for a long time. Besides, Rebecca thought as she watched her father set off, the family would soon starve if he didn’t go for food.
- 7 Rebecca didn’t mind watching the lighthouse. She was used to helping her father polish the lamps and trim the wicks. Her father, brothers, and sisters hadn’t been gone long when Rebecca happened to look out the window at the ocean. What she saw nearly made her heart stop. It was an enemy ship: a small, light-gunned British raider. Calling for her mother, she grabbed her father’s naval telescope and could just make out the name painted on the side: *La Hogue*.
- 8 Rebecca, Abigail, and their mother stood together, frightened, as they watched the ship sail closer. Mother told the girls to watch the ship while she ran outside to find their brother. She had to send him to the nearby village to sound the alarm and alert the home guard. The girls watched helplessly as the great ship dropped anchor just off Cedar Point. Two small boats were lowered off the side, and Rebecca shivered in fear as they began to fill with soldiers. She knew the boats would come ashore quickly with the strong, sweeping strokes of the oarsmen.

- 9 It was time to run. As they bolted down the lighthouse stairs, Rebecca suddenly stopped when she saw her fife¹. *Oh my!* she thought. It just might work. . . . Rebecca grabbed the fife and the drum that Abigail had been learning to play.
- 10 She and her sister hurried out of the lighthouse and over to the large sand dunes that lay behind it. They stopped in a small gully and hid among the cedar trees. Peering through the trees, they saw soldiers in their bright red coats coming closer and closer. Stopping to catch her breath, Rebecca held her sister's trembling hand. She looked toward Scituate. The village seemed far away, though she could see the tall white steeple of the church in the distance. She wondered if her brother was there yet, alerting the villagers that British soldiers were coming.
- 11 Rebecca handed Abigail her drum. "We've got to play 'Yankee Doodle.'" Abigail opened her mouth to argue, but her sister silenced her with a stern look. "You know that the home guard always marches to a drum and fife. If the British soldiers hear the music before they get ashore, they'll think our troops are coming to fight." Abigail nodded. Her face was white, but she gripped her drumsticks firmly.
- 12 The lively rhythm of "Yankee Doodle" soon filled the air. When it reached the ears of the men in the rowboats, they stopped rowing. The sailors rested on their oars, listening to the proud and defiant music. They looked nervously at one another—the music had to be coming from the drummer and the fifer that always accompanied American soldiers. Faint strains of the music reached the skipper, who was still aboard the *La Hogue*. He listened tensely, thinking, too, that the music had to be coming from confident American soldiers who were hiding behind the sand dunes.
- 13 The wind was strong and cool, picking up the fine golden sand and tossing it high, but Rebecca and her sister played on.
- 14 The captain feared that if his men landed on the beach, they would be walking into a trap, so he fired a cannon as a signal for them to return to the ship. The oarsmen quickly turned the rowboats around.
- 15 When the home guard from the village arrived at the lighthouse, they were amazed to find that the *La Hogue* had already set sail. They congratulated Rebecca on her quick thinking and for tricking the British into leaving. Rebecca and Abigail's bravery and lively music had defeated the enemy . . . without a single shot having been fired.

"Danger at Scituate Lighthouse" by Marlene Bateman Sullivan from SPIDER, July 2005. Copyright © 2005 Cricket Media. All rights reserved.

¹**fife:** a small flute

- 00.** What does the word alert mean as it is used in paragraph 8?
- A.** warn
 - B.** help
 - C.** join
 - D.** fight

- 00.** What is the **main** purpose of paragraph 1?
- A.** It describes the main character.
 - B.** It shows how one person will solve a problem.
 - C.** It tells when the story is happening.
 - D.** It suggests that some kind of trouble is coming.

- 00.** How is Rebecca like her mother in the story?
- A.** They both are overcome with fear.
 - B.** They both are used to being left alone.
 - C.** They both rely on others for help.
 - D.** They both act quickly in times of trouble.

TN366469_1,2

- 00.** Select **two** ways paragraphs 7 and 8 contribute to the overall structure of the story.
- A.** They set up the main problem in the story.
 - B.** They build suspense about what will happen next.
 - C.** They give clear details about the seashore setting.
 - D.** They offer a possible solution to the problem.
 - E.** They introduce the main characters in the passage.

- 00.** What is a theme of the passage?
- A.** War is especially scary for children.
 - B.** Music can make soldiers wish for peace.
 - C.** Younger siblings are not usually helpful.
 - D.** There is more than one way to win a battle.

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

Part A

How is Abigail different from Rebecca?

- A.** She is used to working with their father.
- B.** She disagrees at first with the plan to play music.
- C.** She is not worried about the British soldiers.
- D.** She has a closer relationship with their brother.

Part B

Select the detail from paragraphs 10–11 that **best** supports the correct answer in Part A.

- A.** “Stopping to catch her breath, Rebecca held her sister’s trembling hand.” (paragraph 10)
- B.** “She wondered if her brother was there yet, alerting the villagers that British soldiers were coming.” (paragraph 10)
- C.** “Abigail opened her mouth to argue, but her sister silenced her with a stern look.” (paragraph 11)
- D.** “Abigail nodded. Her face was white, but she gripped her drumsticks firmly.” (paragraph 11)

- 00.** Which **two** sentences describe how having access to Rebecca's thoughts **most** contributes to the development of the passage?
- A.** The reader better understands the fear of being attacked.
 - B.** The reader knows that the soldiers are scared too.
 - C.** The reader sees how the plan is formed.
 - D.** The reader enjoys images that show the beauty of the setting.
 - E.** The reader learns important background information about the War of 1812.

- 00.** How does paragraph 9 contribute to the overall structure of the passage?
- A.** Paragraph 9 hints that a solution is coming next.
 - B.** Paragraph 9 shows the problem in the story.
 - C.** Paragraph 9 shows that the sisters work well together.
 - D.** Paragraph 9 gives the reader important background information.

00. Which statement correctly summarizes the passage?

- A.** British troops are seen approaching an American lighthouse in a large ship.
- B.** Two young girls play “Yankee Doodle” with a fife and drum, sounding just like the home guard.
- C.** Two young girls use a clever trick to protect a coastal village from British soldiers.
- D.** A father has to sail to the nearby village to get food so that his family won’t starve.

- 00.** How is Rebecca like her brother, who was sent to sound the alarm?
- A.** They both use music to help the village.
 - B.** They both have important responsibilities.
 - C.** They both are able to help even though they are afraid.
 - D.** They both wish that Mr. Bates had taken them with him.

- 00.** Which sentence states a theme of the passage?
- A.** During hard times, young people may not always agree about what to do.
 - B.** War can cause people to treat each other in harsh ways.
 - C.** There is little that citizens can do to defend themselves against soldiers.
 - D.** It is possible for young people to solve a problem in unexpected ways.

Read the passages and answer the questions that follow.

Passage 1

Excerpt from *Forces and Motion*

by Robert Snedden

- 1 What is a force? Quite simply, forces are pushes and pulls. Forces are acting on us, and on everything around us all the time. Forces make things move, they make them change direction, they make them speed up and slow down, and they make them stop moving. If you push or pull something, if you stretch it or squeeze it, if you bend it or twist it, you are exerting a force.
- 2 Some forces act only when something actually touches something else. When you kick a ball, for example, you exert a force. Other forces, like magnetism and gravity, can act at a distance and make an object move without actually touching it.

Forces and Energy

- 3 What's the difference between force and energy? Energy makes things happen. Whenever anything happens, energy is transferred from one form to another. When a force acts on something, either pushing it or pulling it, it means that energy is being transferred. You can't apply a force unless you use energy. If you throw a ball, chemical energy stored in your arm muscles becomes kinetic energy (movement energy) in the ball.

Forces Are with You!

- 4 The effects of some forces are easy to see. If you accidentally knock a cup from the table, you can see the force of gravity at work pulling it toward the ground. You can also see the force of its impact with the ground that causes it to break! To read this book, you need to exert a force on the pages with your muscles to make them turn. If you swing a bat at a baseball, you can feel the force of the impact vibrating up your arms and see its effect as the ball accelerates away. With every step you take, you are pushing Earth away from you. With every breath, you are pulling air into your lungs.
- 5 Forces can act on invisibly small pieces of matter. Powerful forces, for example, hold together the tiny atoms that make up everything around us. Some forces are felt over great distances. The force of gravity acts right across the universe, shaping and holding together groups of planets, stars, and galaxies.

From FORCES AND MOTION by Robert Snedden. Copyright © 2007 Gareth Stevens Publishing LLLP. All rights reserved.

Passage 2

Excerpt from *Forces and Motion at Work*

by Shirley Smith Duke

- 6 Climb aboard a roller coaster and hang on! It jerks and rattles to the top of a slope. It hovers a second before plunging into a stomach-thrilling drop. The turns sling riders from side to side. A jolting stop forces everyone backward. The ride is over.
- 7 All these motions are forces. Forces are actions that start, stop, or change the shape or motion of a body. Early scientists, called natural philosophers, noticed patterns of motion between the Sun and Moon and the changing seasons. They asked questions and tried to explain their world.
- 8 Galileo studied motion in the late 1500s. He dropped objects of different weights from a building. He discovered that objects fall at the same rate. Until then, people believed heavy things fell faster than light ones. Galileo's discovery energized and upset scientific . . . communities. . . .
- 9 Sir Isaac Newton studied nature in the late 1600s. He wondered why the Moon moved and never fell because he knew that when ordinary objects fell they always hit the ground.
- 10 Newton believed the same force that pulled objects down might be the same force that pulled the Moon. He defined this force as gravity, the unseen force holding the universe together. Newton's laws of motion and gravity came from his interest in the Moon.
- 11 Newton said all objects have mass. Mass is the amount of matter in something. Mass stays the same. Everything with mass exerts, or applies, a force on every other thing. Small masses exert less force so the force isn't as noticeable.
- 12 Mass is different from weight. Weight is defined as force of attraction between a person and place in the universe. Weight can change, depending on the location.
- 13 On Earth, a person has a set amount of mass. Their weight is in pounds (or kilograms) and will change if they leave Earth. On the Moon, that same person has the same mass, but their weight is less. The smaller-sized Moon exerts less gravitational pull on their mass. The Moon's mass is less, so its gravitational pull is less.

- 14 Gravity exists between any two objects in the universe. With more mass, a body has a stronger pull.
- 15 Planets with large masses have a strong gravitational pull. The force a person exerts on a planet is small. A planet's huge mass holds people to the ground.
- 16 Distant bodies exert less gravitational pull. The Sun is too distant to pull people to it. Smaller bodies exert less pull. That's why people don't fall toward other people.
- 17 Newton's ideas introduced the science of mechanics. Mechanics is the study of force and motion. The same force that pulls things toward Earth also pulls on things out in space. The Moon would go off in a straight line without Earth's gravity.

From FORCES AND MOTION AT WORK by Shirley Duke. Copyright © 2012 Rourke Educational Media. All rights reserved.

- 00.** Which action is described by the word exert as it is used in paragraph 2?
- A.** make an effort
 - B.** set into motion
 - C.** have control of
 - D.** change the purpose of

- 00.** Which sentence **best** states the relationship between atoms and forces as described in paragraph 5?
- A.** Atoms are connected by forces.
 - B.** Atoms work with forces to create objects.
 - C.** Atoms are drawn to the planet by the force of gravity.
 - D.** Atoms create forces that can be felt from far away.

- 00.** Based on Passage 1, how does the author connect the actions of turning pages in a book, taking steps, and breathing?
- A.** by using these actions to demonstrate that energy is different than force
 - B.** by explaining that these actions show that forces act invisibly
 - C.** by providing these actions as everyday examples of using forces that push or pull
 - D.** by showing how these actions prove that common forces work differently on people and objects

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

Part A

Which sentence states the central idea developed in paragraphs 11–14?

- A.** Weight changes when the force of gravity changes.
- B.** Mass controls the amount of gravity an object has.
- C.** The gravity on the Moon is less than it is on Earth.
- D.** Gravity is the force that determines mass on Earth.

Part B

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

- A.** “Newton said all objects have mass.” (paragraph 11)
- B.** “Mass is different from weight.” (paragraph 12)
- C.** “On Earth, a person has a set amount of mass.” (paragraph 13)
- D.** “With more mass, a body has a stronger pull.” (paragraph 14)

00. Read this sentence from paragraph 5.

The force of gravity acts right across the universe, shaping and holding together groups of planets, stars, and galaxies.

Which idea from Passage 2 helps readers to understand this sentence?

- A.** the discussion that compares Galileo’s and Newton’s studies of motion (paragraphs 8 and 9)
- B.** the definition of weight as “force of attraction between a person and place in the universe” (paragraph 12)
- C.** the explanation of how gravitational pull depends on mass and distance (paragraphs 14–16)
- D.** the statement that the Moon would “go off in a straight line without Earth’s gravity.” (paragraph 17)

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

Part A

What information about forces in Passage 1 does the reader learn more about in Passage 2?

- A.** how gravity operates in outer space
- B.** how energy is transferred from one form to another
- C.** how things can be moved without being touched
- D.** how some of the effects of gravity can be seen

Part B

Select a statement from each passage that **best** supports the correct answer to Part A.

- A.** "Forces make things move. . . ." (Passage 1, paragraph 1)
- B.** "Other forces, like magnetism and gravity, can act at a distance. . . ." (Passage 1, paragraph 2)
- C.** "The force of gravity acts right across the universe. . . ." (Passage 1, paragraph 5)
- D.** "He defined this force as gravity. . . ." (Passage 2, paragraph 10)
- E.** "Planets with large masses have a strong gravitational pull." (Passage 2, paragraph 15)

Metadata- English

Passage

Passage UIN	Grade	Passage Title	Lexile Level	Word Count
TN366450	5	Danger at the Scituate Lighthouse	910L	819

Metadata Definitions:

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.
Word Count	Count of words in the passage.

Items

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards
3	TN566465	5	MC	A	2	5.RL.CS.4
4	TN966488	5	MC	D	2	5.RL.CS.5
5	TN666492	5	MC	D	2	5.RL.KID.3
6	TN366469	5	MS	A, B	2	5.RL.CS.5
7	TN866513	5	MC	D	2	5.RL.KID.2
8	TN966474	5	Composite	B; C	2	5.RL.KID.3
9	TN766508	5	MS	A, C	3	5.RL.CS.6
10	TN966499	5	MC	A	2	5.RL.CS.5
11	TN966481	5	MC	C	2	5.RL.KID.2
12	TN866495	5	MC	B	2	5.RL.KID.3
13	TN766484	5	MC	D	2	5.RL.KID.2

Metadata Definitions:

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; MS= Multiple Select
Key	Correct answer. This may be blank for constructed response items where students write or type their responses.

Metadata- English

Passage

Passage UIN	Grade	Passage Title	Lexile Level	Word Count
TN0000928	5	from Forces and Motion	860L	360
TN0000930	5	from Forces and Motion at Work	690L	456

Metadata Definitions:

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.
Word Count	Count of words in the passage.

Items

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards
17	TN0031777	5	MC	B	2	5.FL.VA.7a
18	TN0031782	5	MC	A	2	5.RI.KID.1
19	TN0031776	5	MC	C	2	5.RI.KID.1
20	TN0031773	5	Composite	B; D	2	5.RI.KID.2
21	TN0031784	5	MC	D	3	5.RI.IKI.9
22	TN0031783	5	Composite	A; C,E	3	5.RI.IKI.9

Metadata Definitions:

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; MS= Multiple Select
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.