

Tennessee TCAP 2019 Grade 6 English Language Arts

Exam & Answer Key Materials
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Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 6 Item Release



Passage Information

Passage Code: TN753285	Passage Title:	
Reporting Category:	Grade Level: 6	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VR013548	Passage Accnum 2:	

Read the poem and answer the questions that follow.

The Farm

by Laurie O. Curtis

I'm an old white house
with black shutters, willow trees and lilacs
I'm the scratchy screen doors that catch the stitch in your sweater
and the worn blue jean jacket smelling of silage¹
5 and hanging on hooks on the back porch

I'm a field
peppered with cow pies
and purple prickly plants
I'm the long swishing tails
10 of the black-and-white Holsteins
batting away flies

I'm the warm green water in the pond
where sunnies hide and bluegills
bump into knees and toes
15 and tiny clumps of algae cling to fingers
and pigtails

I'm the knot on the string
holding the hay bales tight
and the wooden ladder to the hayloft
20 missing a rung

¹**silage:** grass or dried hay stored in airtight conditions

I'm the musty burlap² feed bag
crouched on the concrete floor
with the faded red letters
SOUTHERN STATES on the side
25 and the tiny mouse holes
chewed on the bottom

I'm the heavy black milking straps
hanging on their hooks
still warm and sweaty
30 from the cows' last milking

I'm the barn cats crowded around
a dented tin bucket
with heads cocked for a quick squirt of milk
and the fly strips hanging in the barn

35 I'm the distant putt of a tractor
and the wagon, sides swollen and swaying,
stacked to the top with hay

I'm a farm

Excerpt from "The Farm," by Laurie O. Curtis, from *Cricket Magazine*, September 2011, Vol. 39, No. 1.
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²**burlap:** a plain-woven coarse fabric

Item Information

Item Code:	TN553873	Position No:	1	Grade Level:	6
Standard Code:	6.RL.CS.4	Item Accnum:	VR018039		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN753285	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 impact of specific word choices on meaning and tone, including allusions to other texts.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	B	DOK Level:	2	Item Type:	O

How are the words “catch” in line 3 and “cling” in line 15 related?

- A.** They illustrate how the farm is unsafe.
- B.** They are action words that help give the farm human qualities.
- C.** They show how comfortable the farm is for living things.
- D.** They suggest that humans are not maintaining the farm.

Item Information

Item Code: TN053840	Position No: 2	Grade Level: 6
Standard Code: 6.RL.CS.5	Item Accnum: VR018062	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN753285	Passage Code 2:	
Standard Text: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
Reporting Category: 1: Reading: Literature		
Correct Answer: A,C	DOK Level: 2	Item Type: O

In which **two** ways do lines 6–15 help develop the setting?

- A.** They illustrate the natural features of the farmland.
- B.** They provide details that prove the farm is poorly cared for.
- C.** They show how living things interact with their surroundings.
- D.** They give details to help identify the region where the farm is located.
- E.** They suggest clues about the time and the place in which the poem is set.

Item Information

Item Code: TN653859	Position No: 3	Grade Level: 6
Standard Code: 6.RL.CS.5	Item Accnum: VR018055	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN753285	Passage Code 2:	
Standard Text: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
Reporting Category: 1: Reading: Literature		
Correct Answer: A,D	DOK Level: 2	Item Type: O

In which **two** ways does the first line of each stanza contribute to the overall structure of the poem?

- A.** It signals a shift in the narrator’s focus.
- B.** It builds suspense throughout the poem.
- C.** It indicates who the next speaker will be.
- D.** It creates a consistent and reliable pattern.
- E.** It contributes to the poem’s tone of celebration.

Item Information

Item Code: TN253854	Position No: 4	Grade Level: 6
Standard Code: 6.RL.KID.2	Item Accnum: VR018024	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN753285	Passage Code 2:	
Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.		
Reporting Category: 1: Reading: Literature		
Correct Answer: C	DOK Level: 2	Item Type: O

How do lines 17–34 help develop the theme of the poem?

- A.** They show that each of the objects has a flaw, indicating that nothing on the farm is well cared for.
- B.** They show that all of the objects have never been used, suggesting the farm work is not being done.
- C.** They show that the farm equipment is heavily used but still holds value on the farm to this day.
- D.** They illustrate how important the animals are to the farm.

Item Information

Item Code:	TN553830	Position No:	5	Grade Level:	6
Standard Code:	6.RL.CS.5	Item Accnum:	VR018063		
Passage Title 1:	Passage Title 2:				
Passage Code 1:	TN753285	Passage Code 2:			
Standard Text:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	A,D	DOK Level:	2	Item Type:	O

Select **two** reasons why the poet **most likely** uses the word “I’m” throughout the poem.

- A.** to bring the farm to life for the reader
- B.** to create images of the farm’s beauty
- C.** to express appreciation for the farm
- D.** to express the personality of the farm
- E.** to create a love of farms for the reader
- F.** to bring excitement to the reader

Item Information

Item Code: TN253965	Position No: 6	Grade Level: 6
Standard Code: 6.RL.KID.2	Item Accnum: VR018070	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN753285	Passage Code 2:	
Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.		
Reporting Category: 1: Reading: Literature		
Correct Answer: B,E	DOK Level: 2	Item Type: O

Which **two** parts of the poem support the theme about the farm's imperfections?

- A.** lines 1–2
- B.** lines 3–4
- C.** lines 9–10
- D.** lines 17–18
- E.** lines 21–23

Passage Information

Passage Code: TN553252	Passage Title:
Reporting Category:	Grade Level: 6
Lexile Level: 0	Flesch-Kincaid: 0
Passage Accnum 1: VR013547	Passage Accnum 2:

Read the passage and answer the questions that follow.

Sacagawea

by Andrew Matthews

"[Sacagawea] recognized the point of a high plain to our right which she informed us was not very distant from the summer retreat of her nation. . . . She assures us that we shall either find her people on this river or on the river immediately west of its source." —Meriwether Lewis, August 8, 1805

- 1 In April 1805, after wintering at Fort Mandan in present-day North Dakota, Meriwether Lewis and William Clark prepared to continue their westward journey. The Corps leaders hoped to trade with the Shoshone (show-SHOW-nee) Indians for horses to help the expedition cross the Rocky Mountains. But in order to communicate with the Indians, the explorers needed someone who spoke the Shoshone language.
- 2 Their interpreter was a young Shoshone woman named Sacagawea. When she was about twelve years old, Sacagawea had been captured and taken away from her family by a raiding Minnetaree Indian party. By the time she was fourteen, Sacagawea was the wife of French trader Toussaint Charbonneau (SHAR-bah-noh). At sixteen, she was the mother of a two-month-old son and embarking on the journey of a lifetime. For sixteen months, often with her baby in a cradleboard¹ on her back, Sacagawea traveled with the Corps of Discovery.²
- 3 Sacagawea was much more than a language bridge between cultures, however. Without saying a word, her very presence — and that of her baby — immediately sent a peaceful message to the northwestern native peoples with whom the Corps came in contact.
- 4 Sacagawea shared with the men of the Corps her knowledge of where to find berries and roots and how to prepare them. She also taught Lewis that dabbing the cheeks with red paint was a sign of peace among the Shoshone Indians.
- 5 Sacagawea impressed the expedition's captains with her presence of mind and

¹**cradleboard:** a frame onto which an infant is secured

²**Corps of Discovery:** a specially established unit of the United States Army which helped form the Lewis and Clark expedition

courage. One day, windy weather caused the pirogue³ (PEA-rowg) she was in to tilt on its side and fill with water. Sacagawea remained calm with her baby on her back. As important bundles — such as instruments, medicine, and the captains' journals — floated by, she carefully saved them. Lewis honored her by naming a river in Montana for her.

- 6 Sacagawea reassured Lewis and Clark with her recognition of landmarks as the Corps got closer to the Shoshone Indians' homelands. When she finally was reunited with her surviving family members, Sacagawea helped make the negotiations for horses and guides proceed smoothly.
- 7 The only female member of the Corps, Sacagawea endured weather extremes (intense heat, constant rain, and bitter cold), low food supplies, annoying bugs, and physically exhausting days just as the men did. And throughout the journey, she also carried and cared for her infant son.
- 8 These hardships helped Sacagawea grow from a shy girl into a self-assured woman. When the expedition finally arrived at the Pacific Ocean, Sacagawea spoke up for herself when some of the men set out to look at a whale that had washed ashore. Instead of remaining silent, she expressed her desire to go, too, "to see the great waters" and "the monstrous fish." The captains allowed her to join the group, and the sight of the huge whale carcass and enormous waterway surely amazed this young woman who previously had seen only rivers and streams.
- 9 No one knows for sure when Sacagawea died. Most historians claim that she passed away while still very young on December 20, 1812. Some believe that she lived on an Indian reservation until her death in 1884. What we know for certain is that Sacagawea was a young explorer of remarkable courage. We remember her today with admiration and awe for her role in the Corps of Discovery.

Excerpt from "Sacagawea," by Andrew Matthews, from *Cobblestone Magazine*, April 2004, Vol. 25, No. 4. Copyright © 2004 by Carus Publishing Company. Used by permission of Cricket Media Inc. via Copyright Clearance Center.

³**pirogue:** a flat-bottomed, wooden boat

Item Information

Item Code:	TN453369	Position No:	7	Grade Level:	6
Standard Code:	6.RI.CS.5	Item Accnum:	VR018056		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN553252	Passage Code 2:			
Standard Text:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	C,A	DOK Level:	2	Item Type:	O

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

Part A

How does paragraph 2 contribute to the reader’s understanding of the passage?

- A.** It shows how Sacagawea responded to emergencies.
- B.** It shows how much Sacagawea enjoyed exploring.
- C.** It shows that Sacagawea had taken on much responsibility at a young age.
- D.** It shows that Sacagawea was practical.

Part B

Select the sentence that **best** supports the correct response to Part A.

- A.** “At sixteen, she was the mother of a two-month-old son and embarking on the journey of a lifetime.” (paragraph 2)
- B.** “Sacagawea shared with the men of the Corps her knowledge of where to find berries and roots and how to prepare them.” (paragraph 4)
- C.** “One day, windy weather caused the pirogue she was in to tilt on its side and fill with water.” (paragraph 5)
- D.** “When she finally was reunited with her surviving family members, Sacagawea helped make the negotiations for horses and guides proceed smoothly.” (paragraph 6)

Item Information

Item Code: TN253386	Position No: 8	Grade Level: 6
Standard Code: 6.RI.CS.4	Item Accnum: VR018076	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN553252	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.		
Reporting Category: 3: Reading: Vocabulary		
Correct Answer: A	DOK Level: 2	Item Type: O

What is the meaning of the word bridge as it is used in paragraph 3?

- A.** connection
- B.** span
- C.** crossing
- D.** overpass

Item Information

Item Code:	TN053458	Position No:	9	Grade Level:	6
Standard Code:	6.RI.CS.4	Item Accnum:	VR018044		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN553252	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.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	B	DOK Level:	2	Item Type:	O

What does the phrase “presence of mind” mean in paragraph 5?

- A.** desire to please most people
- B.** ability to think clearly and take sensible action
- C.** ability to predict the outcomes of actions
- D.** appreciation of simple pleasures in life

Item Information

Item Code: TN253491	Position No: 10	Grade Level: 6
Standard Code: 6.RI.KID.2	Item Accnum: VR018035	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN553252	Passage Code 2:	
Standard Text: Determine a central idea of a text and how it is conveyed through details; provide an objective summary.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B	DOK Level: 2	Item Type: O

How do the details about Sacagawea's desire to see the whale support a central idea in the passage?

- A.** They explain why the explorers needed her to guide them on the expedition.
- B.** They illustrate the bold and adventurous nature of her character.
- C.** They show how she was able to negotiate successfully under pressure.
- D.** They describe the difficulties that she overcame to travel with the expedition.

Item Information

Item Code: TN953472	Position No: 11	Grade Level: 6
Standard Code: 6.RI.CS.6	Item Accnum: VR018027	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN553252	Passage Code 2:	
Standard Text: Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: C,B	DOK Level: 2	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 for writing the passage?

- A.** to give the reader a sense of how wise Sacagawea was
- B.** to explain to the reader why Sacagawea was chosen as the interpreter
- C.** to show the reader how important Sacagawea was to the Lewis and Clark expedition
- D.** to tell the reader how much Sacagawea appreciated being included in the expedition

Part B

Which sentence from the passage **best** reveals the author's purpose?

- A.** "By the time she was fourteen, Sacagawea was the wife of French trader Toussaint Charbonneau." (paragraph 2)
- B.** "As important bundles — such as instruments, medicine, and the captains' journals — floated by, she carefully saved them." (paragraph 5)
- C.** "These hardships helped Sacagawea grow from a shy girl into a self-assured woman." (paragraph 8)
- D.** "No one knows for sure when Sacagawea died." (paragraph 9)

Passage Information

Passage Code: TN0092158	Passage Title:
Reporting Category:	Grade Level: 6
Lexile Level: 0	Flesch-Kincaid: 0
Passage Accnum 1: VR051436	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 kingfisher was a beautiful bird, and he was very proud. He had smooth, blue feathers and a black beak. All day he sat by the marsh alone, watching for fish. When he caught a fish, he plucked them from the water in one quick movement.

A group of crows also fished in the marsh. Each morning, the crows talking loudly among themselves about where the best fish were.

"The crows are loud, but the crows are not like me, and I am quiet and beautiful," thought the kingfisher. "I don't need a group of strange, annoying birds to fish."

As fall arrived, the fish swam away from the marsh and into the big river. The waters of the marsh were silent and still. One crow noticed. She told the others. The crows discussed this and decided to fly farther up the river.

"Kingfisher, come with us. You'll be hungry by this marsh," they said. The kingfisher proudly turned away his gorgeous head, and the crows departed. In the river, the crows discovered an abundance of fish.

The kingfisher grew hungrier and hungrier. Finally, he flew toward the river. The crows, who were full and happy, let the kingfisher catch his fill.

Since that time, the kingfisher is still a quiet bird, but he listens to the birds around him.

Item Information

Item Code: TN0025468	Position No: 12	Grade Level: 6
Standard Code: 6.L.CSE.1	Item Accnum: VR017526	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0092158	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English grammar and usage.		
Reporting Category: 5: Conventions		
Correct Answer: C	DOK Level: 1	Item Type: O

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

When he caught a fish, he plucked them from the water in one

- A.** When he caught some fish, he plucked it from the water in one
- B.** When he caught some fish, he plucked this from the water in one
- C.** When he caught a fish, he plucked it from the water in one
- D.** No change

Item Information

Item Code: TN0025469	Position No: 13	Grade Level: 6
Standard Code: 6.L.CSE.1	Item Accnum: VR017569	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0092158	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English grammar and usage.		
Reporting Category: 5: Conventions		
Correct Answer: C	DOK Level: 2	Item Type: O

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

the crows talking loudly among themselves

- A.** while the crows talked loudly among themselves
- B.** despite the crows talking loudly among themselves
- C.** the crows talked loudly among themselves
- D.** No change

Item Information

Item Code: TN0025470	Position No: 14	Grade Level: 6
Standard Code: 6.L.CSE.2	Item Accnum: VR017565	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0092158	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.		
Reporting Category: 5: Conventions		
Correct Answer: A	DOK Level: 3	Item Type: O

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

"The crows are loud, but the crows are not like me, and I am quiet and beautiful,"

- A.** "The crows are not like me because they are loud, while I am quiet and beautiful."
- B.** "Because I am quiet and beautiful, the crows are loud."
- C.** "If the crows are loud and they are not like me, then I am quiet and beautiful,"
- D.** No change

Item Information

Item Code: TN0035325	Position No: 15	Grade Level: 6
Standard Code: 6.L.CSE.1	Item Accnum: VR017660	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0092158	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English grammar and usage.		
Reporting Category: 5: Conventions		
Correct Answer: B	DOK Level: 3	Item Type: O

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

One crow noticed. She told the others.

- A.** One crow noticed, told the others.
- B.** One crow noticed and told the others.
- C.** One crow noticed this. She thought she ought to tell the others.
- D.** No change

Item Information

Item Code:	TN0025475	Position No:	16	Grade Level:	6
Standard Code:	6.L.CSE.2	Item Accnum:	VR017578		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0092158	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.				
Reporting Category:	5: Conventions				
Correct Answer:	D	DOK Level:	2	Item Type:	O

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

crows, who were full and happy, let

- A.** crows, who were full and happy let
- B.** crows who were full, and happy, let
- C.** crows who were full and happy, let
- D.** No change