

Tennessee TCAP 2021
English I

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Tennessee Comprehensive Assessment Program

TCAP

English Language Arts English I Item Release



Read the passage and answer the questions that follow.

Excerpt from “How to Find Your Missing Keys and Stop Losing Other Things”

by Christopher Mele

- 1 When you are trying to find a lost item, such as your keys, don’t waste time looking in places you already know the missing object is not, experts said.
- 2 You were sure you left the keys right there on the counter, and now they are nowhere to be found.
- 3 Where could they be?
- 4 Misplacing objects is an everyday occurrence, but finding them can be like going on a treasure hunt without a map.
- 5 Here are some recommendations from experts to help you recover what is lost.
... .

Stay calm and search on

- 6 One of the biggest mistakes people make is becoming panicked or angry, which leads to frantic, unfocused searching, said Michael Solomon, who wrote the book “How to Find Lost Objects.”
- 7 One of the axioms of his book is: “There are no missing objects. Only unsystematic searchers.”
- 8 Look for the item where it’s supposed to be. Sometimes objects undergo “domestic drift” in which they were left wherever they were last used, Mr. Solomon said.
- 9 “Objects are apt to wander,” he wrote in his book. “I have found, though, that they tend to travel no more than 18 inches from their original location.”

Be disciplined in your search

- 10 A common trap is forgetting where you have already searched, Corbin A. Cunningham, a Ph.D. student at the Department of Psychological and Brain Sciences at Johns Hopkins University, said in an email.
- 11 “Go from one room to another, and only move on if you think you have searched everywhere in that room,” he wrote.

- 12 Once you have thoroughly searched an area and ruled it out, don't waste time returning to it.
- 13 "Don't go round in circles," Mr. Solomon wrote in his book. "No matter how promising a site — if the object wasn't there the first time, it won't be there the second."

Focus on cluttered areas

- 14 An experiment at the University of Aberdeen in Scotland tested how efficiently we conduct searches. A computer screen was manipulated so a target that participants were searching for was readily visible in one half and blended in on the other half. Researchers monitored participants' eye movements using a high-speed infrared camera.
- 15 Researchers found that almost half of the eye movements were directed to the easy side even though it was readily apparent that the target was not there.
- 16 "The most efficient way to find something is not to look where you don't need to look," one of the researchers, Anna Nowakowska, wrote in an email. "For example, if you're looking for your keys, you should focus on the areas with the most clutter because if they were somewhere more obvious, you would have found them by now. Our results suggest people probably waste a great deal of time looking in locations that they already know don't contain the thing they are looking for."

Retrace your steps

- 17 Irene Kan, a professor of psychology at Villanova University who specializes in memory and cognition, said in an email that the key to finding misplaced items is forming a mental image of what you were doing or feeling when you last saw the missing item.
- 18 Try to recreate as rich an experience as possible. Think about the location, what you were doing, the time of day, who else was there, your mental state and any other details.
- 19 Engaging in this process, called context reinstatement, can help you recall details that might otherwise be inaccessible, she said.

Beware of mind tricks

- 20 Dr. Gayatri Devi, a neurologist at Lenox Hill Hospital in Manhattan who specializes in memory disorders, said recreating those moments can sometimes introduce a false memory that takes you off the trail.

- 21 If two people are searching, use open-ended instead of leading questions, she said. For example, ask: “When did you last see the missing item?” instead of “Remember? We were together in the car when we last saw it.”

Use prevention strategies

- 22 One way to keep from losing things is to get in the habit of always putting them in the same place. When we lose things that are not part of our daily routine, such as important papers, it often happens because we are trying to keep them safe or private, Dr. Devi said.
- 23 April Masini, who writes about relationships and etiquette for her website . . . suggested taking preventive steps.
- 24 “Put a neon Post-it on important papers, a big, colorful bell-type key chain toggle on your keys and keep the ringer on your phone (which, ideally, is in a rainbow-colored OtterBox) so you can call it,” she wrote in an email. “When you prepare for losing items — which we all do at all ages — you have a better chance of finding a marked-to-stand-out item, than one that camouflages itself into your décor.”
- 25 If you prefer more high-tech solutions, consider products like Tile or TrackR, which you attach to an item. An app helps you find its location. Other apps are available specifically to help you find your smartphone.

Remember, forgetting is normal

- 26 Dr. Devi said as we get into our 40s and 50s, our memories can be challenged by the multitasking brought on by being at the peak of our professional careers and caring for children or parents.
- 27 She emphasized that forgetting is hard-wired into our brains.

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

- A. Searching for lost objects is similar to going on a treasure hunt without a map, a frustrating and time-consuming process. Moreover, researchers specializing in memory and cognition have studied this problem and identified some common habits among people who frequently misplace things.
- B. Although it is normal for people to lose items at times, there are strategies people can use to help locate lost items. Experts recommend ways to search systematically and provide a few suggestions to prevent losing objects in the first place.
- C. Items are lost every day, and the situation typically worsens as people age. To help find a lost item, experts recommend narrowing down the search area by avoiding places where the item is obviously not present and trying to remember where the object was last seen.
- D. When seeking a lost object, people usually first look in less cluttered places. However, researchers suggest that people use other strategies to help find a lost item, such as searching in an area close to where the item is supposed to be and using colorful markings or technological aids.

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

Part A

Which sentence **best** states a central idea in the passage?

- A. People tend to panic when they need to find a lost item.
- B. It is normal for people to misplace objects, but there are strategies to help find them.
- C. Research has been done to determine why some people are forgetful, but there is no cure for forgetfulness yet.
- D. Experts are beginning to understand why people lose things.

Part B

Which quotation from the passage **best** helps develop this idea?

- A. “No matter how promising a site — if the object wasn't there the first time, it won't be there the second.” (paragraph 13)
- B. “Think about the location, what you were doing, the time of day, who else was there, your mental state and any other details.” (paragraph 18)
- C. “If two people are searching, use open-ended instead of leading questions, she said.” (paragraph 21)
- D. “When you prepare for losing items — which we all do at all ages — you have a better chance of finding a marked-to-stand-out item, than one that camouflages itself into your décor.” (paragraph 24)

- 00.** What is the central idea of the section titled “Focus on cluttered areas”?
- A.** People often waste time by searching for lost objects in unusual places.
 - B.** People are more likely to lose small objects in a cluttered space than in an uncluttered one.
 - C.** People can improve their searching skills by training their eyes to focus only on appropriate targets.
 - D.** People tend to seek objects in relatively open and orderly spaces even when it is obvious the objects are not there.

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

Part A

How does Devi's statement contradict the claim made by Irene Kan in paragraphs 17–19?

- A.** By introducing data from additional research studies
- B.** By asking questions that Kan has not considered
- C.** By explaining an unintended consequence of following Kan's advice
- D.** By offering proof of an alternate theory

Part B

Which detail from the passage supports the answer to Part A?

- A.** "'Don't go round in circles . . .'" (paragraph 13)
- B.** "'The most efficient way to find something is not to look where you don't need to look . . .'" (paragraph 16)
- C.** ". . . the key to finding misplaced items is forming a mental image of what you were doing or feeling when you last saw the missing item." (paragraph 17)
- D.** ". . . recreating those moments can sometimes introduce a false memory that takes you off the trail." (paragraph 20)

00. What does hard-wired mean as it is used in paragraph 27?

- A.** programmed
- B.** introduced
- C.** pushed
- D.** worked

Metadata- English

Passage

Passage UIN	Grade	Passage Title	Lexile Level	Flesch-Kincaid	Word Count
TN0001408	English I	from "How to Find Your Missing Keys and Stop Losing Other Things"	1140L	9.9	839

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.
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
7	TN0011115	English I	MC	B	2	9-10.RI.KID.2
8	TN0011116	English I	MC; MC	B; D	3	9-10.RI.KID.2
9	TN0011121	English I	MC	D	2	9-10.RI.KID.2
10	TN0011126	English I	MC; MC	C; D	3	9-10.RI.KID.3
11	TN0035146	English I	MC	A	2	9-10.RI.CS.4

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
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.