

# Tennessee Comprehensive Assessment Program

# TCAP

## English Language Arts Grade 8 Item Release



---

**Passage Information**

Passage Code: TN815878	Passage Title:	
Reporting Category:		Grade Level: 8
Lexile Level: 0		Flesch-Kincaid: 0
Passage Accnum 1: VR013013	Passage Accnum 2:	

---

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

## **Passage 1**

### **Travel**

by Edna St. Vincent Millay

- The railroad track is miles away,  
And the day is loud with voices speaking,  
Yet there isn't a train goes by all day  
But I hear its whistle shrieking.
- 5 All night there isn't a train goes by,  
Though the night is still for sleep and dreaming  
But I see its cinders red on the sky,  
And hear its engine steaming.  
My heart is warm with the friends I make,
- 10 And better friends I'll not be knowing,  
Yet there isn't a train I wouldn't take,  
No matter where it's going.

"Travel" from *Edna St. Vincent Millay: Selected Poems: The Centenary Edition*. Edna St. Vincent Millay & Colin Falck. Copyright © 1991, New York, HarperCollins Publishers.

---

**Passage Information**

Passage Code: TN0093320	Passage Title:	
Reporting Category:		Grade Level: 8
Lexile Level: 0		Flesch-Kincaid: 0
Passage Accnum 1: VR054264	Passage Accnum 2:	

---

## Passage 2

### The Wanderer

by Alfred Lord Tennyson

- The gleam of household sunshine ends,  
And here no longer can I rest;  
15 Farewell! — You will not speak, my friends,  
Unfriendly of your parted guest.  
well for him that finds a friend,  
Or makes a friend where'er he come,  
And loves the world from end to end,  
20 And wanders on from home to home!  
O happy he, and fit to live,  
On whom a happy home has power  
To make him trust his life, and give  
His fealty to the halcyon hour!  
25 I count you kind, I hold you true;  
But what may follow who can tell?  
Give me a hand-and you-and you-  
And deem me grateful, and farewell!

"The Wanderer" from *The Works of Alfred Lord Tennyson, Volume 6*, by Alfred Lord Tennyson. In the public domain.

**Item Information**

Item Code:	TN014264	Position No:	1	Grade Level:	8
Standard Code:	8.RL.KID.3	Item Accnum:	VR019274		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN815878	Passage Code 2:			
Standard Text:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	C,C	DOK Level:	3	Item Type:	O

---

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

**Part A**

In passage 1 how does the speaker feel toward friends?

- A.** The speaker wishes to join friends on a grand journey.
- B.** The speaker feels longing for friends who have departed.
- C.** The speaker appreciates both present and future friends.
- D.** The speaker thinks untrustworthy friends should be left behind.

**Part B**

Which line in the poem signals a turning away from the feelings identified in Part A?

- A.** line 9
- B.** line 10
- C.** line 11
- D.** line 12

---

**Item Information**

Item Code: TN714104	Position No: 2	Grade Level: 8
Standard Code: 8.RL.KID.2	Item Accnum: VR019351	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN815878	Passage Code 2:	
Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.		
Reporting Category: 1: Reading: Literature		
Correct Answer: B	DOK Level: 2	Item Type: O

---

What is the central idea of passage 1?

- A.** The speaker sometimes travels in her dreams when she sleeps.
- B.** The speaker is willing to make sacrifices in order to satisfy a yearning to travel.
- C.** The speaker feels sadness for the friendships she has left behind in her travels.
- D.** The speaker is distracted from her daydreams about travel by the necessities of everyday life.

---

**Item Information**

Item Code:	TN414228	Position No:	3	Grade Level:	8
Standard Code:	8.RL.CS.4	Item Accnum:	VR019288		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN815878	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, repetition of words and phrases, and analogies.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	C	DOK Level:	3	Item Type:	O

---

**Read this line from passage 1.**

**My heart is warm with the friends I make**

Which line from passage 2 expresses a similar idea?

- A.** "Farewell! — You will not speak, my friends" (line 15)
- B.** "O happy he, and fit to live" (line 21)
- C.** "I count you kind, I hold you true" (line 25)
- D.** "But what may follow who can tell?" (line 26)

---

**Item Information**

Item Code: TN114121	Position No: 4	Grade Level: 8
Standard Code: 8.RL.KID.2	Item Accnum: VR019445	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN815878	Passage Code 2:	
Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.		
Reporting Category: 1: Reading: Literature		
Correct Answer: D	DOK Level: 2	Item Type: O

---

What is the central idea of passage 2?

- A.** The speaker feels he cannot rest until he has found his true home.
- B.** The speaker decides to depart at sunset because it is the perfect time to say farewell.
- C.** The speaker recognizes that his roaming lifestyle creates barriers between him and others.
- D.** The speaker parts from friends and considers how happy he is to move from place to place.

---

**Item Information**

Item Code:	TN614279	Position No:	5	Grade Level:	8
Standard Code:	8.RL.CS.5	Item Accnum:	VR019346		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN815878	Passage Code 2:			
Standard Text:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.				
Reporting Category:	1: Reading: Literature				
Correct Answer:	C,A	DOK Level:	3	Item Type:	O

---

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

**Part A**

How are the structures of the two poems similar?

- A.** Both mimic the process of leaving and returning.
- B.** Both move from a sense of indecision to action.
- C.** Both are written in stanzas that use consistent rhymes and rhythms.
- D.** Both are written as narratives that have a beginning, middle, and end.

**Part B**

How does the structure identified in Part A affect the style or meaning in the poems?

- A.** It creates a forward movement and a formal tone.
- B.** It creates a feeling of freedom and a lack of resolution.
- C.** It suggests that everyone has a different story to tell.
- D.** It suggests that the most important action is communication.



---

**Passage Information**

Passage Code: TN753480	Passage Title:	
Reporting Category:	Grade Level: 8	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VR013557	Passage Accnum 2:	

---

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

## **Passage 1**

### **Excerpt from “Keeping Time”**

by Kathiann M. Kowalski

#### **Beep! Beep! Beep!**

- 1 You shut off your cell phone alarm and rush to get into the shower and dress. You scarf down breakfast, check the clock, and run out the door. The school bell rings; then more bells signal class changes until dismissal time.
- 2 After-school soccer practice lasts until 4:00. Your music lesson is at 5:00. Supper is at 6:30. You start homework at 7:30. Your favorite TV show starts at 9:00. By 11 o’clock, you’re in bed.
- 3 “Our day is determined by the clock,” says Arthur Molella at the National Museum of American History’s Jerome and Dorothy Lemelson Center for the Study of Invention and Innovation. Schedules organize our lives down to the minute. “Time is everywhere now.”

#### **Turn Back the Clock**

- 4 “We think about clocks as at the heart of what time is,” says Paul Glennie, a historical geography expert at the University of Bristol. That hasn’t always been so. “To make it this way was actually a very considerable scientific and administrative achievement.”
- 5 The first basic timekeeping devices were the Sun and the body’s natural rhythms. Ancient cultures used sundials or obelisks<sup>1</sup> to approximate the time. Water clocks or sand glasses could measure time increments even after dark.
- 6 The early mechanical clocks of 13th-century Europe barely resembled today’s clocks. Their energy came from gravity pulling weights. Instead of having clock faces, they rang bells.

---

<sup>1</sup>**obelisks:** tall, four-sided shafts of stone that rise to a pyramidal pointed top

- 7 Early clocks were often inaccurate. Nonetheless, they signaled times for church services, monastery chores, and university classes.
- 8 A timekeeping revolution began when Christian Huygens invented the pendulum-driven clock in 1656. Pendulums swing, or oscillate, at a regular rate. By regulating the release of energy, pendulums dramatically improved clocks' accuracy.
- 9 The invention of the balance spring for watches was another big development of the mid-17th century. During the mid-18th century, John Harrison invented a reliable chronometer, or portable sea clock that enhanced navigation. After these technical advances, accurate clocks became more available and cheaper too. For a while, clocks' accuracy went way beyond people's needs, notes Glennie.
- 10 Society soon found uses for that accuracy. During the Industrial Revolution, clocks started tracking workers' hours on the job. Companies later used clocks to measure workers' efficiency too. In effect, time has become money.
- 11 Improvements in timekeeping continued. The first electric clock debuted in 1841, and devices to increase accuracy followed.
- 12 By the 1970s, battery-powered quartz crystal clocks and watches had surpassed pendulum clocks' accuracy. Electricity makes the crystal vibrate at the constant rate of 32,768 times per second. Now even cheap quartz crystal watches are accurate within one second per day.
- 13 Of course, the more common clocks became, the more important it became to synchronize them. By the 19th century, cities and then countries were moving toward standard time. Basically, people would agree on one particular clock as the reference point for setting all other clocks.

### **The Atomic Age**

- 14 The atomic clock has served as the standard for international timekeeping since the 1950s. Instead of a pendulum or vibrating crystal, it relies on an atom's resonance — the regular rate at which its electrons absorb and release energy. That natural rate is extremely stable — even more stable than the Earth's rotation. The NIST-F1 cesium clock that the United States currently relies on is accurate within one second every 100 million years.
- 15 Scientists keep striving for greater accuracy. In March, for example, Victor Flambaum at the University of New South Wales and his colleagues proposed building a nuclear clock. It would rely on oscillations of electromagnetic fields as neutrons orbit inside a thorium atom. In theory, the clock could be accurate within one second every 14 billion years. That's the estimated age of the universe!

Excerpt from "Keeping Time" by Kathiann M. Kowalski, from *Odyssey*, September 2012, Vol. 21, No. 7. Copyright © 2012 by Carus Publishing Company.

---

**Passage Information**

Passage Code: TN553492	Passage Title:	
Reporting Category:	Grade Level: 8	
Lexile Level: 0	Flesch-Kincaid: 0	
Passage Accnum 1: VR013558	Passage Accnum 2:	

---

## Passage 2

### The Day of Two Noons

by Marcia Amidon Lusted

- 16 Imagine that you're taking a train trip. You've set your watch to your town's local time, which is based on the position of the sun where you live. When the sun is at its highest point in the sky, it is noon in your town. But as you travel across the country, you have to keep adjusting your watch to the local time of the cities you pass through, which amounts to roughly one minute for every 12 miles of travel. Welcome to the mid-1800s and an era before standardized time zones.
- 17 The growth of transcontinental railways and their use by large numbers of people in the United States changed how people kept time. Railroad companies had to post schedules of when a train would be leaving or arriving at a station. At first, each company used its own local time, based on where it was headquartered or where its most important stops were. Some stations that were serviced by five or six railroad companies would have five or six different clocks to show each railway's respective local time.
- 18 Using independent local times for train schedules not only was confusing and difficult, it was dangerous. In August 1853, two trains collided in Rhode Island, killing 14 people. The train guards for the two different trains had set their watches to their different local times and then set the two trains out on the same track, putting the trains on their collision course. By the 1850s, railroads were operating in about 50 different time zones. So many zones made travel difficult.
- 19 The railroad operators recognized that something had to be done to make time more uniform for the sake of train arrivals and departures. In 1881, they commissioned a civil engineer and railroad expert named William Frederick Allen to create a simpler plan. Allen suggested just four time zones across the United States. The time in each zone would be determined by the central meridian<sup>2</sup> within that zone, with each meridian set one hour apart.
- 20 Allen worked to get the local city governments served by the railroads to adopt the concept. The U.S. Naval Observatory also agreed to the plan.

---

<sup>2</sup>**meridian:** an imaginary north-to-south line of longitude

- 21 On November 18, 1883, at noon in New York City, standard time went into effect. As communities and railways across the nation switched to standard time, most of them had two noons that day — the noon of local time and another noon as each location switched their clocks back to what would be its new standard time. From then on, the contiguous<sup>3</sup> United States was divided into four time zones: Eastern, Central, Mountain, and Pacific, each an hour apart. So today, when it is 12 P.M. in Eastern Standard Time (EST), it is 11 A.M. in Central Standard Time (CST), 10 A.M. in Mountain Standard Time (MST), and 9 A.M. in Pacific Standard Time (PST).
- 22 Standard time may have made things easier for the railroads, but some people resented it and refused to adopt it. Those who lived close to the boundary between two zones often found that the new time differed sharply from the natural “sun time” to which they were accustomed. Some towns and cities refused to comply at all. Detroit, Michigan, insisted on using Detroit local time until 1905, when the clocks were set back 28 minutes to match Central Standard Time.
- 23 Eventually, people adjusted to standard time. In 1884, the International Meridian Conference in Washington, D.C., established international time zones based on the same system. Today, with air travel capable of taking people around the world and not just across the country, people routinely fly across multiple time zones during just one trip. Thanks to standardized time, they know exactly what time it is when they land!

“The Day of Two Noons” by Marcia Amidon Lusted, from *Cobblestone*, January 2011, Vol. 32, No. 1. Copyright © 2011 by Carus Publishing Company.

---

<sup>3</sup>**contiguous:** sharing a common border; touching

---

**Item Information**

Item Code:	TN956794	Position No:	6	Grade Level:	8
Standard Code:	8.RI.CS.4	Item Accnum:	VR020069		
Passage Title 1:		Passage Title 2:			
Passage Code 1:		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; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.				
Reporting Category:	3: Reading: Vocabulary				
Correct Answer:	D	DOK Level:	2	Item Type:	O

---

Which sentence from the passage gives the **best** clue to the meaning of synchronize in paragraph 13?

- A.** "During the Industrial Revolution, clocks started tracking workers' hours on the job." (paragraph 10)
- B.** "The first electric clock debuted in 1841, and devices to increase accuracy followed." (paragraph 11)
- C.** "Now even cheap quartz crystal watches are accurate within one second per day." (paragraph 12)
- D.** "Basically, people would agree on one particular clock as the reference point for setting all other clocks." (paragraph 13)

---

**Item Information**

Item Code: TN156744	Position No: 7	Grade Level: 8
Standard Code: 8.RI.IKI.8	Item Accnum: VR020082	
Passage Title 1:	Passage Title 2:	
Passage Code 1:	Passage Code 2:	
Standard Text: Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B,D	DOK Level: 2	Item Type: O

---

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

**Part A**

What kind of evidence is provided in paragraph 12 to illustrate the claim that quartz watches are exceptionally accurate?

- A.** detailed comparisons with other forms of timekeeping
- B.** specific data explaining the regularity of crystal movements
- C.** an analysis of the deficiencies of the pendulum clock
- D.** the fact that quartz watches have been in use since the 1970s

**Part B**

About which topic does the author use the same kind of evidence in another paragraph?

- A.** mechanical clocks, which depend on gravity
- B.** pendulum motion and its use in clocks
- C.** technology used in seventeenth- and eighteenth-century clocks
- D.** atomic and nuclear clocks

---

**Item Information**

Item Code: TN156788	Position No: 8	Grade Level: 8
Standard Code: 8.RI.KID.2	Item Accnum: VR020074	
Passage Title 1:	Passage Title 2:	
Passage Code 1:	Passage Code 2:	
Standard Text: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B,E	DOK Level: 2	Item Type: O

---

**Read the sentence from paragraph 3.**

**“Time is everywhere now.”**

Which **two** ideas from passage 1 **best** support this statement?

- A.** People have become obsessed with timekeeping devices.
- B.** People live highly structured lives with many planned activities.
- C.** Modern society has become forgetful about keeping time.
- D.** The accuracy of a timepiece is related to its cost.
- E.** Society now depends on the accuracy of timekeeping.
- F.** Humans often try to accomplish too much in one day.

**Item Information**

Item Code:	TN556759	Position No:	9	Grade Level:	8
Standard Code:	8.RI.KID.2	Item Accnum:	VR020094		
Passage Title 1:		Passage Title 2:			
Passage Code 1:		Passage Code 2:			
Standard Text:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.				
Reporting Category:	2: Reading: Informational Text				
Correct Answer:	E,F	DOK Level:	2	Item Type:	O

---

Select **two** statements that **best** summarize the central ideas of passage 2.

- A.** Multiple clocks in train stations assist travelers in knowing the schedule.
- B.** The scientific research about Earth’s rotation around the Sun aids travelers.
- C.** The U.S. Naval Observatory agreed to the plan to standardize time zones.
- D.** The establishment of time zones was met with some resistance.
- E.** Standardized time zones were originally established to avoid confusion and accidents in train travel.
- F.** Citizens of the world have benefited from the standardization of telling time.



---

**Item Information**

Item Code: TN756775	Position No: 10	Grade Level: 8
Standard Code: 8.RI.KID.2	Item Accnum: VR020095	
Passage Title 1:	Passage Title 2:	
Passage Code 1:	Passage Code 2:	
Standard Text: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: B,D	DOK Level: 2	Item Type: O

---

Select **two** central ideas that **both** passages share.

- A.** Traveling long distances was confusing prior to the implementation of time zones.
- B.** Years ago, pinpointing the time was not as easy as it is in the modern age.
- C.** Inventors continually work to advance the accuracy of timekeeping devices.
- D.** Our current timekeeping systems are the result of many stages of development.
- E.** With each advancement in timekeeping came some people who resisted the change.

**Item Information**

Item Code: TN056824	Position No: 11	Grade Level: 8
Standard Code: 8.RI.IKI.9	Item Accnum: VR020089	
Passage Title 1:	Passage Title 2:	
Passage Code 1:	Passage Code 2:	
Standard Text: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Reporting Category: 2: Reading: Informational Text		
Correct Answer: A,C	DOK Level: 2	Item Type: O

---

What are **two** major differences between the passages?

- A.** The first passage talks about how time is measured; the second passage talks about time zones.
- B.** The first passage offers an objective point of view; the second passage offers a subjective point of view.
- C.** The first passage discusses a development that occurred over many years; the second passage discusses a change that happened over a short time.
- D.** The first passage discusses problems that have been solved; the second passage discusses problems that still need solutions.
- E.** The first passage is structured in time order; the second passage presents information in order of importance.

---

**Passage Information**

Passage Code: TN0053640	Passage Title:
Reporting Category:	Grade Level: 8
Lexile Level: 0	Flesch-Kincaid: 0
Passage Accnum 1: VR013310	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."**

Ernest Rutherford's life story is both surprising and inspirational. Although ambitious in his youth, Ernest Rutherford could not have anticipated that he would one day become a famous scientist. Instead, he grew up on a farm in New Zealand where he labored in the fields. Then Rutherford left this small farm on a scholarship to study at Canterbury College. After many years of hard work, he made a discovery. After a great deal of research, he discovered electrons. Electrons are fundamental particles of matter.

Electrons, along with other very small particles, are found inside atoms. Joined together into molecules, tiny atoms making up everything in the world. Nonetheless, the fact that there were particles even smaller than molecules or atoms was discovered by Rutherford. As odd as it may seem, he demonstrated that the atom is similar in some ways to a big bowl of English pudding, which contains small bits of fruit. Electrons float around inside the atom just as bits of fruit in a pudding does. Rutherford's idea became known as the "plum pudding" model of the atom.

By identifying electrons, Rutherford helped explain natural events that had baffled people until then. This discovery demanded many years of work and great attention to details — details so small that no one before had seen them.

---

**Item Information**

Item Code:	TN0019498	Position No:	12	Grade Level:	8
Standard Code:	8.L.CSE.2	Item Accnum:	VR019546		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0053640	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.				
Reporting Category:	5: Conventions				
Correct Answer:	B	DOK Level:	1	Item Type:	O

---

Which change, if any, should be made to the underlined text?

**ambitious**

- A.** ambisious
- B.** ambitious
- C.** ambitous
- D.** No change

---

**Item Information**

Item Code: TN0019662    Position No: 13    Grade Level: 8  
Standard Code: 8.L.CSE.1    Item Accnum: VR019544  
Passage Title 1:    Passage Title 2:  
Passage Code 1: TN0053640    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?

**After many years of hard work, he made a discovery. After a great deal of research, he discovered electrons. Electrons are fundamental particles of matter.**

- A.** He made a discovery after many years. He discovered fundamental particles called electrons after a great deal of research.
- B.** After many years of research and hard work, he discovered the fundamental particles of matter called electrons.
- C.** After many years of hard work, he discovered a fundamental particle of matter called electrons after a great deal of research.
- D.** No change

**Item Information**

Item Code: TN0019663	Position No: 14	Grade Level: 8
Standard Code: 8.L.CSE.2	Item Accnum: VR019560	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0053640	Passage Code 2:	
Standard Text: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.		
Reporting Category: 5: Conventions		
Correct Answer: C	DOK Level: 2	Item Type: O

---

Which change, if any, should be made to the underlined text?

**Joined together into molecules, tiny atoms making up everything in the world.**

- A.** Since being joined together into molecules, tiny atoms making up everything in the world.
- B.** Everything in the world being made up of tiny atoms joined together into molecules.
- C.** Tiny atoms, joined together into molecules, make up everything in the world.
- D.** No change

---

**Item Information**

Item Code: TN0019669	Position No: 15	Grade Level: 8
Standard Code: 8.L.CSE.1	Item Accnum: VR019531	
Passage Title 1:	Passage Title 2:	
Passage Code 1: TN0053640	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: 2	Item Type: O

---

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

**Nonetheless, the fact that there were particles even smaller than molecules or atoms was discovered by Rutherford.**

- A.** Nonetheless, particles even smaller than molecules or atoms were discovered by Rutherford.
- B.** Nonetheless, Rutherford discovered that there were particles even smaller than molecules or atoms.
- C.** Nonetheless, the fact that was discovered by Rutherford was that there were particles even smaller than molecules or atoms.
- D.** No change

---

**Item Information**

Item Code:	TN0019671	Position No:	16	Grade Level:	8
Standard Code:	8.L.CSE.1	Item Accnum:	VR019539		
Passage Title 1:		Passage Title 2:			
Passage Code 1:	TN0053640	Passage Code 2:			
Standard Text:	Demonstrate command of the conventions of standard English grammar and usage.				
Reporting Category:	5: Conventions				
Correct Answer:	A	DOK Level:	2	Item Type:	O

---

Which change, if any, should be made to the underlined text?

**the atom just as bits of fruit in a pudding does**

- A.** the atom just as bits of fruit in a pudding do
- B.** the atoms just as a bit of fruit in a pudding do
- C.** the atoms just as a bit of fruit in a pudding have done
- D.** No change