

Tennessee Comprehensive Assessment Program TCAP

English Language Arts Grade 5 | Practice Test



Please PRINT all information in the box.

Student Name: _____

Teacher Name: _____

School: _____

District: _____

All practice test items represent the appropriate grade level/content standards—however, the practice test may contain item types that no longer appear on the operational assessment.



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Test Administrator Instructions:

This practice test has Subpart 1 and Subpart 2. It is recommended that you print one copy of this practice test and pull the answer key before copying and distributing the practice test to your students. The answer key is found at the end of the practice test.

This practice test is representative of the operational test but is shorter than the actual operational test. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.

DIRECTIONS

In this subpart of the test, you will read a passage or set of passages, answer some questions, and then write a response to a writing prompt. This prompt gives you an opportunity to demonstrate how well you can organize and express your ideas in written text.

After reading the passage(s) and answering the questions, read the writing prompt. Then take a few minutes to think about the material and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

You may use scratch paper or the prewriting pages in your test booklet for prewriting or to make notes. However, only the response written on lined pages in the test booklet will be scored. **Remember that any work that you do on scratch paper or on the prewriting pages will not be scored.** You must write your response on the lined pages in your test booklet to receive credit.

You will be given 85 minutes to complete the writing prompt. This includes the time for reading the passage(s), answering the questions, and planning and writing your essay. If you finish before the allotted time ends, review your work. Then, close your test booklet and wait for further instructions from your teacher.

There is a sample passage with sample questions on the next page. Wait for your teacher to instruct you to continue.



Do not go on to the next page until told to do so.

Read the sample passage and answer the sample question that follows.

Excerpt from *Heidi*

by Johanna Spyri

- 1 Heidi, climbing on a chair, took down the dusty book from a shelf. After she had carefully wiped it off, she sat down on a stool.
- 2 “What shall I read, grandmother?”
- 3 “Whatever you want to,” was the reply. Turning the pages, Heidi found a song about the sun, and decided to read that aloud. More and more eagerly she read, while the grandmother, with folded arms, sat in her chair. . . . When Heidi had repeated the end of the song a number of times, the old woman exclaimed: “Oh, Heidi, everything seems bright to me again and my heart is light. Thank you, child, you have done me so much good.”
- 4 Heidi looked enraptured¹ at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

¹ **enraptured:** very pleased

Excerpt from *Heidi* by Johanna Spyri. September 1998 [Etext #1448]. Copyright © 1998, Gutenberg.org. In the public domain.

Sample 1: Multiple choice (one correct response)

- 1** What does the word eagerly mean as it is used in paragraph 3?
- A.** in an excited way
 - B.** with a quiet voice
 - C.** at a hurried pace
 - D.** in a shy tone



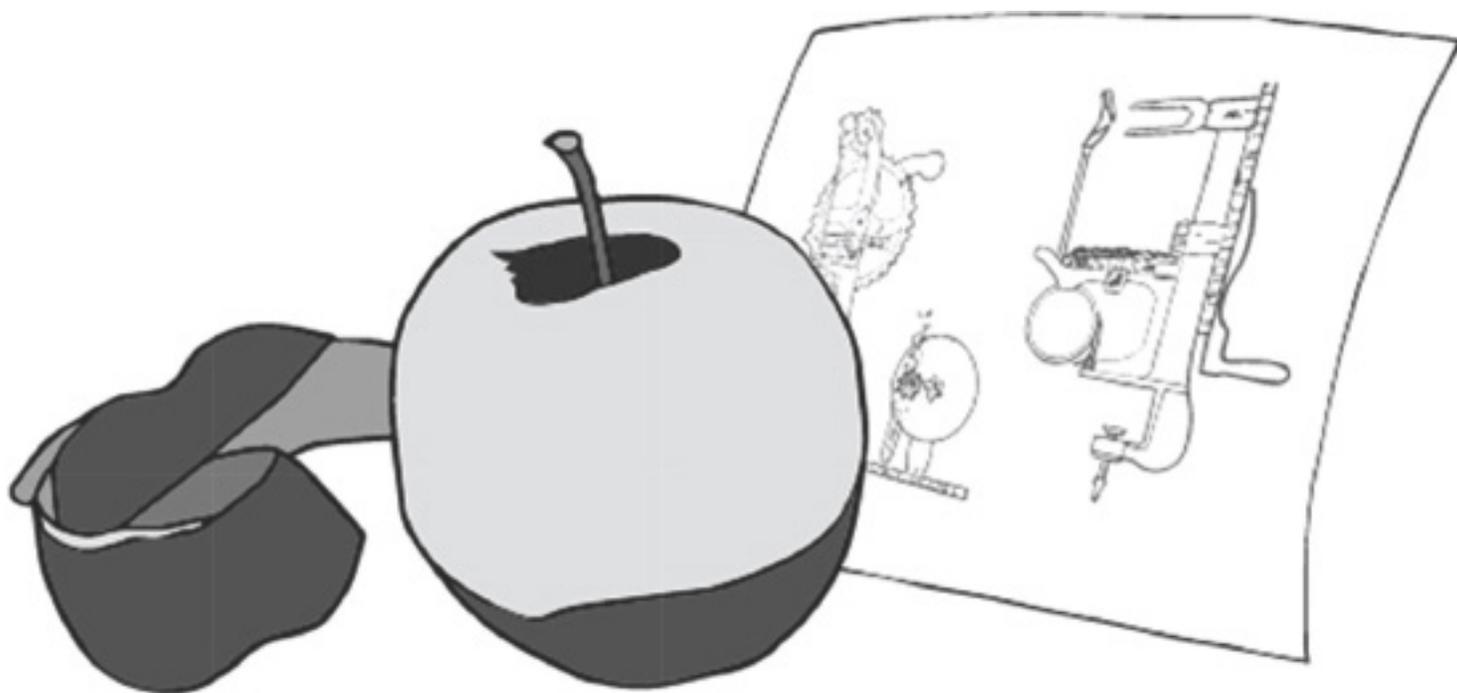
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Read the passage and answer the questions that follow.

from “Think Like an Inventor”

by Therese Heckenkamp



- 1 It was impossible for Steve to think of an idea for invention day with such mouthwatering smells floating in the kitchen. A full stomach would help him think better, he decided.
- 2 “What are you making, Mom?” he asked as he plopped onto a stool at the counter.
- 3 “Too many things,” she said with a laugh. “Bread, cake, and apple pies. But no sampling,” she warned, waving an apple peeler under his nose. “These are for Sunday’s bake sale.”
- 4 Steve watched as Mom picked up an apple and turned it deftly in her hands, using the little peeler to shave curls of red skin. “That’s going to take forever,” he said, eyeing the waiting mountain of apples. Then he swiped an apple, figuring Mom would probably be grateful.
- 5 “Just what I needed — a volunteer,” Mom said, turning and handing him the peeler.

- 6 There has to be a better way of doing this, Steve thought as he scraped the blade against an apple. He kept missing spots, the peeler kept slipping in his hand, and he had to work slowly to avoid cutting himself.
- 7 “Inventions are often created as a result of trying to make a task easier,” Mrs. Nell had told the class. Peeling apples was a task that definitely needed to be made easier.
- 8 Steve stayed up late that night drawing a diagram of his invention and labeling its parts. The crank handle made it look like a pencil sharpener without a cover. By merely turning this handle, you could make an apple turn round and round underneath a blade until the apple was peeled cleanly from one end to the other. Much easier, thought Steve. He knew Mrs. Nell would be impressed.
- 9 Steve grew so hungry imagining all the apple pies Mom could make if she had a peeler like this that he almost sneaked into the kitchen to snatch a piece of the pie she had baked that afternoon.
- 10 At school the next day, all the kids pinned their drawings on the bulletin board. Steve stood by his diagram, eagerly waiting for Mrs. Nell to congratulate him on his clever idea.
- 11 “Hey,” said Jenny, who had been walking around the room pushing her nose practically onto the paper as she examined each drawing. “What’s with the old-fashioned apple peeler?”
- 12 “Old-fashioned?” Steve scoffed. “No way. I just invented this yesterday.”
- 13 Jenny rolled her eyes. “Boy, are you dumb. That thing’s ancient! My grandmother has one. I’ll bring it tomorrow and prove it.”
- 14 Steve crossed his arms and said, “Huh,” as she walked away. He didn’t know what else to say. How was he supposed to know someone had stolen his idea 100 years ago? Then his stomach began to feel queasy. Now Mrs. Nell would think he had copied someone else’s invention. That was worse than not trying at all.
- 15 To get his mind off this, Steve began looking at the other inventions, but that made him feel worse because they were all so much more impressive than his: a shark-detector swimsuit, a bed that made itself, and a pencil that knew homework answers.
- 16 When it was Steve’s turn to describe his invention, he shuffled his feet and tried not to mumble the words he wished he didn’t have to say. “After I invented this apple peeler, I found out it had already been invented.” He tried to ignore Jenny’s smug smile.

17 “Don’t be discouraged,” Mrs. Nell surprised him by saying. “Even though something like this has already been invented, what matters is that you took the assignment seriously and focused on making an everyday task easier. That proves that you truly understood what this assignment was about. In fact,” she said with a chuckle, “I think reinventing something you never knew existed means that you must have the mind of an inventor.”

18 Steve grinned. “Maybe I could modernize it with batteries,” he suggested.

19 As Mrs. Nell moved on to the next invention, Steve decided that tomorrow he would bring her an apple.

Excerpt from “Think Like an Inventor” by Therese Heckenkamp, from *Boys’ Quest*.
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1 In paragraph 8, what does the word merely suggest about Steve’s invention?

- A.** It will be very expensive.
- B.** It will be simple to operate.
- C.** It will have many uses.
- D.** It will take time to build.

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

Part A

Which statement describes Steve’s experience with the invention process?

- M.** Steve decides he will create an apple peeler and then helps his mom peel many apples.
- P.** Steve’s teacher encourages him to do research before he begins to design his invention.
- R.** Steve notices it is difficult to peel apples, so he designs a machine to make the job go faster.
- S.** Steve’s classmate tells him his invention is not original so Steve decides to try a different idea.

Part B

Select **two** details from the passage that **best** support the correct answer to Part A.

- A.** “Just what I needed — a volunteer,” Mom said, turning and handing him the peeler.” (paragraph 5)
- B.** “There has to be a better way of doing this, Steve thought as he scraped the blade against an apple.” (paragraph 6)
- C.** “Inventions are often created as a result of trying to make a task easier,” Mrs. Nell had told the class.” (paragraph 7)
- D.** “Hey,” said Jenny, . . . as she examined each drawing. “What’s with the old-fashioned apple peeler?” (paragraph 11)
- E.** “Don’t be discouraged,” Mrs. Nell surprised him by saying. . . . what matters is that you took the assignment seriously . . .” (paragraph 17)

- 3** How does the narrator’s point of view affect what the reader knows about Steve’s invention?
- M.** It allows the reader to understand that Steve is worried Mrs. Nell will think he copied the invention.
 - P.** It informs the reader that Steve’s invention can help his mom bake apple pies for bake sales.
 - R.** It lets the reader know that Mrs. Nell is impressed with Steve’s effort in tackling the assignment.
 - S.** It warns the reader that Jenny’s grandmother has an apple peeler much like the one Steve designs.

Writing Prompt

Even though Invention Day did not end the way Steve thought it would, he learned something from his teacher. Write a narrative essay that retells the story from Mrs. Nell's point of view.

Be sure to use what you have learned about the setting, characters, and plot of the passage. Follow the conventions of standard written English.

Manage your time carefully so that you can

- plan your narrative and do some prewriting in the space provided in your test booklet.
- write your narrative on the lined pages of your test booklet.

Your written response should be in the form of a multi-paragraph narrative story.

Use the prewriting pages to make notes and plan your writing

- Make sure that you write your response on the lined pages provided in the answer document.
- Writing on this page will **not** be scored.

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on this page**

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

Excerpt from *Black Beauty*

by Anna Sewell

- 1 The first place that I can well remember was a pleasant meadow with a pond of clear water in it. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside. While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a warm shed near the grove.
- 2 There were six young colts in the meadow beside me; they were older than I was. I used to run with them, and had great fun; we used to gallop all together round the field, as hard as we could go. Sometimes we had rather rough play, for they would bite and kick, as well as gallop.

Excerpt from *Black Beauty*, by Anna Sewell. January 16, 2006 [EBook #271]. Copyright © 2006, Gutenberg.org. In the public domain.

Sample 1: Multiple choice (one correct response)

- 1** What does the word pleasant mean in paragraph 1?
- A.** nice
 - B.** large
 - C.** open
 - D.** empty

Sample 2: Multiple select (multiple correct responses)

- 2** Which **two** sentences from the passage describe the narrator’s life in the meadow?
- M.** “The first place that I can well remember was a pleasant meadow with a pond of clear water in it.” (paragraph 1)
 - P.** “Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master’s house, which stood by the roadside.” (paragraph 1)
 - R.** “While I was young I lived upon my mother’s milk, as I could not eat grass.” (paragraph 1)
 - S.** “In the daytime I ran by her side, and at night I lay down close by her.” (paragraph 1)
 - T.** “I used to run with them, and had great fun; we used to gallop all together round the field, as hard as we could go.” (paragraph 2)

Sample 3: Two-part multiple choice (with evidence responses)

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

Part A

How does the narrator describe life in the meadow?

- A.** The narrator was unhappy.
- B.** The narrator felt very lonely.
- C.** The narrator enjoyed himself.
- D.** The narrator was eager to leave.

Part B

Which detail from the story supports the correct answer in Part A?

- M.** The narrator could not eat grass at first.
- P.** The narrator had great fun with the other colts.
- R.** The narrator looked over the gate at the house.
- S.** The narrator stayed in a shed when it was cold.

Sample 4: Editing task

There are one or more 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 creator of Mickey Mouse was born December 5, 1901, in Chicago. His name was Walter Disney. He began drawing pictures when he were a young boy. His first drawings were of his neighbor’s horse, Rupert.

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

were

- A.** is
- B.** was
- C.** am
- D.** No change



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Read the passages and answer the questions that follow.

Passage 1

“The Potter and the Washerman”

by Pam Hopper

- 1 Once there was a potter who made his living creating beautiful pottery from fine porcelain. Not far from the potter lived a washerman who earned his living making soiled laundry as bright and clean as new.
- 2 Both did well in their trades. However, the potter became jealous because he worried that the washerman was more successful than he was. He decided on a secret plan to ruin him.
- 3 The potter traveled to the palace and was granted an audience with the king. “What do you wish, potter?” asked the king.
- 4 “I have a simple request, Your Majesty,” replied the potter. “My neighbor, the washerman, is very good at what he does. I would like to help my neighbor improve his business.”
- 5 The king stroked his beard. “Why should the washerman’s business be of any concern to you?” he asked.
- 6 The potter cleared his throat nervously and said, “Well, he is my neighbor, so naturally I desire what is best for him.”
- 7 The king looked intently at the potter. “What did you have in mind, potter?”
- 8 “A challenge, Your Highness. I propose that my neighbor wash one of Your Majesty’s esteemed elephants until it is spotlessly clean. To successfully complete a challenge like that would increase his business a hundredfold, I am certain.”
- 9 Having revealed his plan, the potter’s heart hammered so loudly he thought all would hear it. He hoped no one would guess the secret part of his plan: that the washerman’s failure to complete such an impossible challenge would ruin his business forever.
- 10 “I will consider your request,” said the king.
- 11 A few days later the potter was summoned before the king.

- 12 "I have just spoken with the washerman," the king said, "and he is surprised by your concern for his well-being. He is also troubled by one difficulty with your idea, but knowing you are an accomplished potter, he thought you would be able to help him."
- 13 Help the washerman ruin himself? This was better than the potter had anticipated. "I am flattered by the washerman's request, Your Majesty."
- 14 "As you know," continued the king, "in order to clean the soiled article, the washerman puts it into a large porcelain basin with water and soap. The concern of the washerman is finding a porcelain basin large enough to wash an elephant. But then he remembered your exceptional talents as a potter, and he suggested that you create such a container."
- 15 This was terrible. Create a porcelain basin large enough for an elephant? Impossible. And yet, to refuse could destroy his own reputation. With trembling knees, the potter agreed.
- 16 After many weeks of work the elephant-sized porcelain bowl was finally ready. On the day of the challenge the king's largest elephant was brought to the courtyard. The basin was carefully unloaded from the wagon and filled with water and soap.
- 17 The washerman stood ready with his best scrub brushes. The elephant was led up the ramp. Trumpeting, it stepped slowly into the delicate basin.
- 18 Would the basin hold the elephant?
- 19 It would not!
- 20 With a crack, the porcelain basin shattered into a thousand pieces, sending a foamy river from the palace courtyard into the town below.
- 21 All the people in the courtyard held their breath. What would the king say?
- 22 The king smiled gently at the potter. "My elephant is waiting to be bathed, and the washerman waits to prove his ability to wash him spotlessly clean. Would you care to go home and create another basin so the washerman can do this?"
- 23 The potter gave great thought to his options and decided he had only one choice: he quickly left the palace courtyard and was never seen again.
- 24 As for the washerman, his wisdom so impressed the king that he became one of the most trusted advisers in the royal court.

"The Potter and the Washerman" by Pam Hopper. Reprinted from *Highlights for Children*, June 1998, Vol. 53, No. 6, © Highlights for Children, Inc. Used by permission of the publisher via Copyright Clearance Center.

Passage 2

“The Royal Artists and the Clever King”

retold by Howard Schwartz and Barbara Rush

- 25 Once a very rich king ordered his subjects to build a new palace. And when the palace was finished, he wanted the finest artist in all the land to paint beautiful pictures on its walls. But the king did not know which artist was the best.
- 26 What did he do? He called forth two of the most famous artists in all the land, and he bade each artist to paint one wall of a room in the palace. Between the artists he hung a dark curtain, so that neither one could see what the other was doing.
- 27 To each of the artists he said, “You have three months in which to paint a beautiful picture on the wall. At the end of that time I will choose the best picture, and the artist who painted that picture will be given the honor of decorating the other walls of my royal home — and he will receive a large bag of gold and jewels as well.”
- 28 Now one of the artists was talented and hard-working, and he set to work at once. Out came his brushes, his paints, and his palette, and soon he was humming as he worked. This artist hardly slept. . . . Instead he thought only of his painting and of how to please the king.
- 29 But the other artist was lazy. Each day he remained in bed until noon. . . . And not once did he paint a stroke upon the wall.
- 30 In this manner three months passed. The hard-working artist painted all day and all night. The lazy one did nothing.
- 31 But three days before the king was to look at their work, the lazy artist awoke and trembled. “I have done no work. I will be punished,” he stammered. “What should I do?” And from that moment on he could neither eat nor drink nor sleep. One day passed, two, three — and he could not think of a plan.
- 32 Then, on the night before the arrival of the king, he got an idea. What did he do? The lazy artist brought a large bucket of black shiny oil, and brushed it on every part of the wall until it was shiny as a mirror. Then he went to bed.
- 33 The next morning the king came to inspect the work of the two men. First he saw the painting of the hard-working artist. How magnificent it was! . . .
- 34 The king was very pleased. He called upon the other members of his courts, and they too gasped in delight, “We have never seen anything so wonderful!”

- 35 Then the king pulled the curtain and looked at the work of the lazy artist. It was exactly the same as the other, line for line, stroke for stroke. . . . "How can this be?" they gasped.
- 36 But the king, who was not easily fooled, saw at once the difference between the work of the hard-working artist and that of the lazy one. And what did he do?
- 37 He took out just one large sack filled with gold and precious jewels. This he placed near the painting of the hard-working artist. At once all of those present saw the same bag of gold appear by the other wall, beside the lazy man's painting, and they realized it was only a reflection.
- 38 The king declared: "Each of you shall get the payment you deserve. Now, come forward and each of you take the reward you find beside your painting." And they did!

Excerpt from *A Coat for the Moon and Other Jewish Tales*. Copyright ©1999. Published by The Jewish Publication Society. Used by permission of the publisher via Copyright Clearance Center.

- 1** How are the kings in these two passages similar?
- A.** Both call a contest to determine who is best at something.
 - B.** Both look for a way to settle a dispute between two neighbors.
 - C.** Both outsmart someone who is trying to play a trick on them.
 - D.** Both wish to find trusted advisors to improve the kingdom.
- 2** Which word **best** helps the reader understand the meaning of the word basin in paragraph 14?
- M.** article
 - P.** washerman
 - R.** porcelain
 - S.** container

- 3** What is the meaning of the word bade in paragraph 26?
- A.** told
 - B.** paid
 - C.** wanted
 - D.** suggested
-
- 4** In passage 1, how are the actions of the potter and the washerman alike?
- M.** They both work to improve the success of the other.
 - P.** They both tell the king the truth.
 - R.** They both think of a clever plan.
 - S.** They both show the king how wise they are.

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

Part A

What is the main theme of passage 2?

- A.** An honest effort often pays off.
- B.** Life has many surprises.
- C.** Change is difficult to deal with.
- D.** Helping others leads to awards.

Part B

Which detail from passage 2 **best** supports the theme?

- M.** “Now one of the artists was talented and hard-working, and he set to work at once.” (paragraph 28)
- P.** “Then, on the night before the arrival of the king, he got an idea.” (paragraph 32)
- R.** “It was exactly the same as the other, line for line, stroke for stroke....” (paragraph 35)
- S.** “Each of you shall get the payment you deserve. . . . take the reward you find beside your painting.” (paragraph 38)

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

Part A

Which theme in passage 1 is similar to a theme in passage 2?

- A.** It is more important to be clever than to be sincere.
- B.** Wrongdoing is not usually rewarded.
- C.** People cannot be told what to do.
- D.** Hard work brings great joy.

Part B

What is a major difference in the way the two stories develop that theme?

- M.** Passage 1 develops the theme by showing how jealousy can cause problems, while passage 2 develops the theme by showing that trickery rarely works.
- P.** Passage 1 develops the theme by relating the problems between people, while passage 2 develops the theme by showing that some people are easily fooled.
- R.** Passage 1 develops the theme by explaining how people react to bad news, while passage 2 develops the theme by showing people covering up bad feelings.
- S.** Passage 1 develops the theme by focusing on why people interact badly, while passage 2 develops the theme by showing how people get along.

- 7** How does the narrator’s point of view in both passages influence what the reader knows?
- A.** The reader is told what the narrator thinks about royalty.
 - B.** The reader can learn each character’s inner thoughts and perspective.
 - C.** The reader is given a firsthand account of each character’s version of events.
 - D.** The reader can figure out what characters may be thinking based on what they say and do.

Read the passages and answer the questions that follow.

Excerpt from “It’s a Jungle Up There”

by Alison Pearce Stevens

City roofs have a new color — green.

1 School’s just let out and you’re waiting by the flag pole for your best friend. Leaves on the walls rustle as kids run out the doors. Butterflies flutter among the flowers blooming above the windows. You finally spot your friend. She’s up on the roof! Her class was studying the meadow that grows up there.

2 Although your school probably doesn’t look like this, one day it might. Green roofs and living walls are popping up in cities all over the world. These plant-covered buildings are cool to look at, turning the city into a jungle of sorts, and cool to live around, by keeping temperatures from soaring. And that’s just the beginning of what these city jungles can do.

Going Green

3 Greening a building isn’t as easy as slapping some plants on a wall. Landscape architects — people who design gardens — have a lot of work to do before the plants can bloom.

4 First comes a waterproof layer and padding to protect the building. Next comes a layer to channel water, so heavy rains don’t drown the plants. Green walls are fitted with tubes that carry water and nutrients right to the plants’ roots. Finally comes dirt for them to grow in. Ordinary dirt is too heavy, so green roofs and walls use special soil that is light and holds water well.

5 Now, finally, it’s time for the plants. Roof and wall gardeners choose their plants very carefully. The plants must be able to stand heat, cold, and high winds, and they should suit the local climate. Most green roofs are planted with wildflowers and hardy plants that can go a long time without rain. One rooftop favorite is sedum, which has thick leaves that store water.

6 What plants are best for a wall? It depends on where the wall is. For sunny walls, petunias or herbs like oregano might be good. Shady walls do better with begonias, ferns, and even lettuce. The possibilities are almost endless: a green wall can support hundreds of types of plants.

City Buffet

7 All that extra green attracts birds, bees, butterflies, and other wildlife. In fact, some green roofs shelter threatened species found almost nowhere else. Even snails have been found up on rooftops.

8 Green walls and roofs can even grow food for people! Imagine buying food that was grown just down the street on a local rooftop. It would be super-fresh, and it would also help the environment because it wouldn't have to be driven long distances in big trucks.

Putting Nature to Work

9 City jungles are useful in other ways too. Green roofs trap rainwater, so less flows into the city's sewer system. Storm pipes can overflow during heavy rains — by sucking up extra water, green roofs can help prevent floods. As rainwater sits on a green roof, plants and other organisms also naturally clean the water. Plants make oxygen for us to breathe and clean the air. And a nice thick layer of leaves on the outside of a building can even fight noise pollution, making that wailing ambulance seem a lot quieter.

10 Cities can get extra hot in summer. Glass and concrete bounce the sun's rays around, driving up the temperature. But plants release water into the air, which cools things down. It's like when you sweat — as water evaporates, it takes some heat with it.

11 In fact, the air outside a building with living walls can be as much as 18°F (8°C) cooler than the air outside a normal building. Green roofs have an even bigger impact. A green roof is usually about the same temperature as the air. Compare that to a regular rooftop, which can be 70°F (21°C) hotter.

12 With all the benefits a city jungle has to offer, it's only a matter of time before one sprouts up near you.

Excerpt from "It's a Jungle Up There," by Alison Pearce Stevens. Reprinted from *Ask*, copyright © 2013 by Carus Publishing. Used by permission of the publisher via Copyright Clearance Center.

8 Which sentence states a central idea of the passage?

- M. Herbs grow well on sunny walls.
- P. A variety of animals have been found on roofs.
- R. Greening a building requires careful planning.
- S. Students enjoy studying rooftop gardens.

- 9 How does the author develop her ideas about green roofs?
- A. By giving examples of buildings that use green roofs.
 - B. By showing how green roofs are superior to other roofs.
 - C. By describing different ways green roofs can be beneficial.
 - D. By explaining that green roofs are more affordable than other roofs.

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

Part A

What does to channel mean as it is used in paragraph 4?

- M. to build up
- P. to mix
- R. to take away
- S. to change

Part B

Which phrase **best** supports the answer to Part A?

- A. “padding to protect the building.” (paragraph 4)
- B. “so heavy rains don’t drown the plants.” (paragraph 4)
- C. “walls are fitted with tubes that carry water” (paragraph 4)
- D. “that is light and holds water well” (paragraph 4)

- 11** What is the relationship between a landscape architect and a roof and wall gardener?
- M.** A landscape architect follows the instructions of a roof and wall gardener.
 - P.** A landscape architect must complete his or her job before a roof and wall gardener can begin.
 - R.** A landscape architect checks to make certain that a roof and wall gardener is ready to work.
 - S.** A landscape architect is not as important as a roof and wall gardener.
- 12** What is **one** benefit of a green building that the author implies but does not support with evidence?
- A.** A green building can be educational for students.
 - B.** A green building can keep people drier in rainy weather.
 - C.** A green building can bring the members of a community together.
 - D.** A green building can help people feel good about contributing to the environment.

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

Part A

Which statement **best** describes the relationship between city jungles and rain?

- M.** City jungles raise the temperature by increasing the amount of water that evaporates.
- P.** City jungles conserve rainwater and allow it to flow more easily into the sewer system.
- R.** City jungles keep certain kinds of wildlife from living on a roof.
- S.** City jungles help control the amount of rain that reaches the ground.

Part B

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

- A.** "Green walls are fitted with tubes that carry water and nutrients right to the plants' roots." (paragraph 4)
- B.** "The possibilities are almost endless; a green wall can support hundreds of types of plants." (paragraph 6)
- C.** "Storm pipes can overflow during heavy rains — by soaking up extra water, green roofs can help prevent floods." (paragraph 9)
- D.** "A green roof is usually about the same temperature as the air." (paragraph 11)

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

Part A

Which idea does the author develop to show a positive effect of green buildings on cities?

- M.** Green buildings help to conserve the water supply.
- P.** Green buildings keep pests from invading buildings.
- R.** Green buildings prevent water from collecting on roofs.
- S.** Green buildings help control outside temperatures.

Part B

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

- A.** "Green walls are fitted with tubes that carry water and nutrients right to the plants' roots." (paragraph 4)
- B.** "All that extra green attracts birds, bees, butterflies, and other wildlife." (paragraph 7)
- C.** "In fact, the air outside a building with living walls can be as much as 18°F (8°C) cooler than the air outside a normal building." (paragraph 11)
- D.** "With all the benefits a city jungle has to offer, it's only a matter of time before one sprouts up near you." (paragraph 12)

There are seven 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 students enjoy having a snack after they come home from school and before they start on homework or go to sports practice. Trail mix is a snack choice that is healthy and tasty. Also fun and simple to make for yourself.

There are many different kinds of trail mix, but some ingredients are common. Peanuts, cashews, almonds, and other types of nuts are popular. Dried fruit, like raisins, is another favorite part of some trail mixes. Some people add either breakfast cereal nor sesame sticks, too. Small pieces of chocolate can also be added to trail mix, but be careful. If you allow trail mix with chocolate to get warm, the chocolate will melt and make a mess.

My own recipee for trail mix includes walnuts, dried cranberries, oat cereal pieces, and sunflower seeds. The cereal and fruit taste sweet and the seeds and nuts give a salty crunch. Sounds good doesn't it? You can be as creative as you wish when mixing your own batch. The main idea is to have something easy to carry in a bag and eat with your hands. After all, that is where the name trail mix comes from. Scouts and campers often take the snack along when they were hiking far away from kitchens or restaurants.

Make certain to follow these easy instrucshuns. Before you know it you've made your own snack! Then you can enjoy your delicious treat.

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

Also fun and simple to make for yourself.

- M.** Also being fun and easy to make for yourself.
- P.** Trail mix being fun and easy to make for yourself.
- R.** Trail mix is also fun and easy to make for yourself.
- S.** No change.

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

trail mix, but some ingredients

- A.** trail mix but some ingredients
- B.** trail mix, but, some ingredients
- C.** trail mix but, some ingredients
- D.** No change.

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

add either breakfast cereal nor sesame sticks,

- M.** add neither breakfast cereal or sesame sticks,
- P.** add either breakfast cereal or sesame sticks,
- R.** add either breakfast cereal and sesame sticks,
- S.** No change

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

recipee

- A. recipe
- B. recippe
- C. reccipe
- D. No change

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

Sounds good doesn't it?

- M. Sounds good, doesn't it?
- P. Sounds, good doesn't it?
- R. Sounds good doesn't, it?
- S. No change

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

were hiking

- A.** are hiking
- B.** have been hiking
- C.** will have been hiking
- D.** No change

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

instrucshuns

- M.** instructsions
- P.** instrucshions
- R.** instructions
- S.** No change



This is the end of the test.

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on this page**

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on this page**

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on this page**

Name: _____

Subpart 1 Practice Test Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. **Part A:** Ⓜ Ⓟ Ⓡ Ⓢ
 Part B: Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓜ Ⓟ Ⓡ Ⓢ

Subpart 2 Practice Test Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓜ Ⓟ Ⓡ Ⓢ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓜ Ⓟ Ⓡ Ⓢ
5. **Part A:** Ⓐ Ⓑ Ⓒ Ⓓ
 Part B: Ⓜ Ⓟ Ⓡ Ⓢ
6. **Part A:** Ⓐ Ⓑ Ⓒ Ⓓ
 Part B: Ⓜ Ⓟ Ⓡ Ⓢ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓜ Ⓟ Ⓡ Ⓢ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. **Part A:** Ⓜ Ⓟ Ⓡ Ⓢ
 Part B: Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓜ Ⓟ Ⓡ Ⓢ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. **Part A:** Ⓜ Ⓟ Ⓡ Ⓢ
 Part B: Ⓐ Ⓑ Ⓒ Ⓓ

14. Part A: (M) (P) (R) (S)

Part B: (A) (B) (C) (D)

15. (M) (P) (R) (S)

16. (A) (B) (C) (D)

17. (M) (P) (R) (S)

18. (A) (B) (C) (D)

19. (M) (P) (R) (S)

20. (A) (B) (C) (D)

21. (M) (P) (R) (S)



Subpart 1 Practice Test Questions

1. A B C D
2. **Part A:** M P R S
Part B: A B C D E (select **two**)
3. A P R S

Subpart 2 Practice Test Questions

1. A B C D
2. M P R S
3. A B C D
4. M P R S
5. **Part A:** A B C D
Part B: M P R S
6. **Part A:** A B C D
Part B: A P R S
7. A B C D
8. M P R S
9. A B C D
10. **Part A:** M P R S
Part B: A B C D
11. M P R S
12. A B C D
13. **Part A:** M P R S
Part B: A B C D

14. Part A: M P R

Part B: A B C D

15. M P R S

16. A B C D

17. M P R S

18. A B C D

19. M P R S

20. A B C D

21. M P R S

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**TCAP Practice Test Standards Alignment and Key – ELA Grade 5
(2019–2020)**

Subpart 1	Key	Standard
1	B	5.RL.CS.4
2	C B,C or R B,C	5.RL.KID.2
3	A or M	5.RL.CS.6
	Prompt	5.W.TTP.3
Subpart 2		
1	C	5.RL.KID.3
2	D or S	5.RL.CS.4
3	A	5.RL.CS.4
4	C or R	5.RL.KID.3
5	A D or A S	5.RL.KID.2
6	B A or B M	5.RL.KID.2
7	D	5.RL.CS.6
8	C or R	5.RI.KID.2
9	C	5.RI.IKI.8
10	C B or R B	5.RI.CS.4
11	B or P	5.RI.KID.3
12	A	5.RI.IKI.8
13	D C or S C	5.RI.KID.3
14	D C or S C	5.RI.IKI.8
15	C or R	5.FL.SC.6
16	D	5.FL.SC.6
17	B or P	5.FL.SC.6.e
18	A	5.FL.WC.4
19	A or M	5.FL.SC.6h
20	A	5.FL.SC.6.d
21	C or R	5.FL.WC.4a

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Tennessee Comprehensive
Assessment Program TCAP
English Language Arts Grade 5 |
Practice Test

