

# Tennessee Comprehensive Assessment Program TCAP

## English Language Arts Grade 7 | 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.**

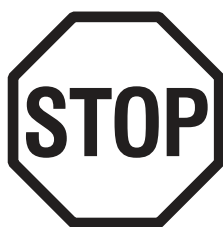


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**Test Administrator Instructions:**

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.



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## 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 enraptured<sup>1</sup> at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

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<sup>1</sup> **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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on this page**

Read the passages and answer the questions that follow.

## Passage 1

### Excerpt from “Overuse Injuries Among Young Athletes on the Rise”

by Hollie Deese

#### Too much of a good thing

- 1 The rise in single-sport specialization is looked at as one of the factors [explaining why] kids today are seeing the kinds of injuries normally associated with adult players.
- 2 “Overuse occurs over time,” Anderson says. “And instead of playing multiple positions, multiple sports, they are now specializing at a very young age and they are playing all year round. The same motion, the same joints, all the time, and they are going from one season right into the next. They are doing these showcases, and instead of playing one game a weekend, they are playing five to six games Saturday and Sunday. It is complete overuse.
- 3 And the kids who are experiencing overuse injuries are just getting younger and younger because of it.
- 4 “I have seen kids as young as 7 and 8 who suffer injuries,” Geier says.
- 5 “The numbers go up as they get older, partly because kids are playing more competitively as they get older. But you can see it very early. Parents really push for kids to pick one sport and play, and there is not a lot of good scientific evidence that that actually leads to long-term success in that sport.
- 6 “But what we do know is it definitely increases your injury rate. And that is an important message that we have to do a better job of getting out there.”

#### Communicate often

- 7 Geier says the biggest thing parents can do is to talk to their kids in a way that fosters open communication on their part. Children really want to please their parents, teammates and coaches, and may hide injuries if they feel it will let everyone down.
- 8 “Build a rapport and trust, because if you can catch some of these things early, where it is just soreness, you can shut them down for a few days or tweak



the training and avoid a major injury and major surgery it might be tough to come back from," he says. "Kids will open up if they can learn to trust you and know [you] are looking out for them."

9 And if the coach wants to win at all costs, it is up to the parent to be the advocate for their child.

10 "Ideally, you want a team approach with everybody looking out for the child," Geier says.

Hollie Deese, "Overuse Injuries Among Young Athletes on the Rise," tennessean.com, The Tennessean, April 11, 2015. <<http://www.tennessean.com/story/life/2015/04/12/overuseinjuriesamongyoungathletesrise/70686852/>> In the public domain.

## Passage 2

### Excerpt from "When Safety Is the Name of the Game"

by David Noonan

11 "We want kids to get up off the couch, we're big cheerleaders for that," says Dr. Julie Gilchrist, a sports-injury expert at the CDC's Center for Injury Prevention and Control. "But be realistic in how you're doing it. Make conscious choices about injury prevention. Don't just take it for granted."

12 Most kids get their first lumps riding their bikes and cavorting on the playground. The CDC estimates that more than 330,000 children from 5 to 14 are injured while bicycling each year. An additional 219,000 in that age group are hurt on monkey bars and other climbing equipment, swings and slides. Wearing a helmet that fits properly is the surest way to avoid serious injury on a bike. (Helmets are also the key to safer skateboarding, which accounts for about 50,000 injuries among people under 20 each year, including many head injuries.) At the playground, where 60 percent of injuries are due to falls, a soft surface to land on is a top priority. Wood chips, shredded tires and sand are good; packed-down soil is bad.

13 Organized sports, including football, are generally less risky for the 10-and-under crowd because the kids usually aren't big enough or fast enough to make collisions a serious problem. But that all changes when the hormones kick in. "At puberty, children gain muscle mass, speed and weight," says pediatric orthopedic surgeon J. Andy Sullivan, coeditor of the book *Care of the Young*

*Athlete.* "And the combination of those things allows them to run together hard enough to hurt each other."

- 14 There is no reliable way to compare the relative risks of various sports because the CDC doesn't track the level of participation. It knows how many people are injured playing basketball, for example (an estimated 977,000 each year, all ages), but it doesn't know how many people are playing the game, or for how long or how many days a week. "Basketball is one of the most common sports in all ages and areas of the U.S.," says Gilchrist, "and so just because it has the highest number of injuries doesn't mean that it's riskier."
- 15 Whatever the sport, injury prevention begins with the athletes and their parents. And the first thing they need to focus on, experts say, is conditioning. Being out of shape, a real problem for lots of kids, increases risk. Those who play only one sport have to be careful not to wait for their season to arrive before they begin working out; going from naps in the hammock to two-a-day football practices pretty much guarantees trouble. Appropriate gear in good condition is a must. And, simple as it sounds, knowing and learning basic skills also helps young athletes avoid injury. Baseball players should know how to slide correctly, football players how to tackle, soccer players how to head the ball.
- 16 Besides making sure their kids are fit and understand the fundamentals, parents can make any sport safer by attending games and practices, watching the coaches and encouraging them to emphasize injury prevention. (Which is hardly inconsistent with winning, since superior skill and safety go hand in hand.) Parents can also promote safety by urging officials to call stringent games. When a ref won't tolerate flagrant fouls, players usually get the message and rein themselves in (or they get ejected). The cleaner the game, the safer.

Excerpt from "When Safety Is the Name of the Game," by David Noonan, from *Newsweek*, September 22, 2003, Vol. 142. Copyright © 2003 by Newsweek LLC. Used by permission of Newsweek LLC via Copyright Clearance Center.

- 1** What does the word flagrant mean as it is used in paragraph 16?
- A.** easily avoidable
  - B.** outcome altering
  - C.** previously ignored
  - D.** deliberately harsh

- 2** Which statement is a central idea of passage 1?
- M.** Players should be encouraged to report injuries and get treatment to avoid more serious damage.
  - P.** Many young athletes compete in tournaments where they can play several games in a weekend.
  - R.** Some parents believe that by pushing their children to specialize in a sport it will increase their success.
  - S.** More athletes get injured as they grow older because they are starting to play more competitively.

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

**Part A**

Which statement **best** expresses the central idea of passage 2?

- A.** Wearing a helmet properly can help prevent many childhood bicycling and skateboarding injuries.
- B.** Parents can help prevent children’s sports injuries by attending games and helping to enforce the rules.
- C.** Childhood injuries resulting from play and sports are common but measures can be taken to help prevent them.
- D.** Many types of play and sports involve risk of injury for children, but proper preparation and conditioning can help prevent injuries.

**Part B**

How does the author develop the central idea in the passage?

- M.** The author describes the strategies children and young athletes should use to remain healthy and avoid injury.
- P.** The author presents data about children’s play and sports injuries along with strategies for addressing risk and reducing the rate of injury.
- R.** The author argues that parents can help reduce the risk of children’s sports injuries by being involved in the process.
- S.** The author compares injury rates of different types of play and sports and advises against activities such as skateboarding and basketball.

## Writing Prompt

You have just read two passages about sports injuries in young people. Write an informational essay explaining the strategies parents and children can use to prevent sports injuries among young athletes.

Manage your time carefully so that you can

- plan your essay and do some prewriting using your scratch paper.
- write your essay on the lined pages in your test booklet.

Be sure to

- use evidence from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of your test booklet. **Anything you write that is not on the lined pages in your test booklet will NOT be scored.**

**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.

Lined writing area consisting of 21 horizontal lines for student response.







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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**

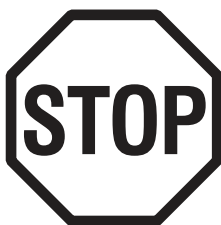
There are one or more underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”

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 passage and answer the questions that follow.

## Excerpt from “Warm River”

by Erskine Caldwell

1 The driver stopped at the suspended footbridge<sup>1</sup> and pointed out to me the house across the river. I paid him the quarter fare for the ride from the station two miles away and stepped from the car. After he had gone I was alone with the chill night and the star-pointed lights twinkling in the valley and the broad green river flowing warm below me. All around me the mountains rose like black clouds in the night, and only by looking straight heavenward could I see anything of the dim afterglow of sunset.

2 The creaking footbridge swayed with the rhythm of my stride and the momentum of its swing soon overcame my pace. Only by walking faster and faster could I cling to the pendulum as it swung in its wide arc over the river. When at last I could see the other side, where the mountain came down abruptly and slid under the warm water, I gripped my handbag tighter and ran with all my might.

3 Even then, even after my feet had crunched upon the gravel path, I was afraid. I knew that by day I might walk the bridge without fear; but at night in a strange country, with dark mountains towering all around me and a broad green river flowing beneath me, I could not keep my hands from trembling and my heart from pounding against my chest.

4 I found the house easily, and laughed at myself for having run from the river. The house was the first one to come upon after leaving the footbridge, and even if I should have missed it, Gretchen would have called me. She was there on the steps of the porch waiting for me. When I heard her familiar voice calling my name, I was ashamed of myself for having been frightened by the mountains and the broad river flowing below.

5 She ran down the gravel path to meet me.

6 “Did the footbridge frighten you, Richard?” she asked excitedly, holding my arm with both of her hands and guiding me up the path to the house.

7 “I think it did, Gretchen,” I said; “but I hope I outran it.”

8 “Everyone tries to do that at first, but after going over it once, it’s like walking a tightrope. I used to walk tightropes when I was small — didn’t you do that, too, Richard? We had a rope stretched across the floor of our barn to practice on.”

<sup>1</sup> **footbridge:** bridge used by people on foot

9 "I did, too, but it's been so long ago I've forgotten how to do it now."

10 We reached the steps and went up to the porch. Gretchen took me to the door. Someone inside the house was bringing a lamp into the hall, and with the coming of the light I saw Gretchen's two sisters standing just inside the open door.

11 "This is my little sister, Anne," Gretchen said. "And this is Mary."

12 I spoke to them in the semi-darkness, and we went on into the hall. Gretchen's father was standing beside a table holding the lamp a little to one side so that he could see my face. I had not met him before.

13 "This is my father," Gretchen said. "He was afraid you wouldn't be able to find our house in the dark."

14 "I wanted to bring a light down to the bridge and meet you, but Gretchen said you would get here without any trouble. Did you get lost? I could have brought a lantern down with no trouble at all."

15 I shook hands with him and told him how easily I had found the place.

16 "The hack driver pointed out to me the house from the other side of the river, and I never once took my eyes from the light. If I had lost sight of the light, I'd probably be stumbling around somewhere now in the dark down there getting ready to fall into the water."

17 He laughed at me for being afraid of the river.

18 "You wouldn't have minded it. The river is warm. Even in winter, when there is ice and snow underfoot, the river is as warm as a comfortable room. All of us here love the water down there."

19 "No, Richard, you wouldn't have fallen in," Gretchen said, laying her hand in mine. "I saw you the moment you got out of the hack, and if you had gone a step in the wrong direction, I was ready to run to you."

Excerpt from "Warm River" from *We Are the Living* by Erskine Caldwell. New American Library, 1954.

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

**Part A**

Which statement **best** describes how the author structured this excerpt from “Warm River”?

- A.** The excerpt describes Richard’s excitement as he crosses the bridge and then his eagerness to see Gretchen again.
- B.** The excerpt describes Richard’s confusion as he crosses the bridge and then his irritation when he hears Gretchen on the porch.
- C.** The excerpt describes Richard’s rising panic as he crosses the river and then his relief upon arriving at Gretchen’s house.
- D.** The excerpt describes Richard’s admiration of the river as he crosses the bridge and then his interest in getting to know Gretchen’s father.

**Part B**

How does the structure of the excerpt help convey its meaning?

- M.** The author’s suspenseful descriptions in the beginning contrast with the feeling of comfort after Richard talks with Gretchen and her father.
- P.** The author’s frightening descriptions in the beginning contribute to the reader’s suspicion of Gretchen and her family.
- R.** The author’s descriptions of the river in the beginning contrast with the respect for nature shown by Gretchen’s father.
- S.** The author’s descriptions of Richard’s enthusiasm in the beginning contribute to the reader’s impression that he is in love with Gretchen.

- 2** How does the use of the word pendulum, in paragraph 2, contribute to the overall meaning of the passage?
- A.** A pendulum is part of an old-fashioned clock, which fits with the old-fashioned lamp in later paragraphs.
  - B.** A pendulum has a center point that does not move, like the relationship between Richard and Gretchen.
  - C.** A pendulum swings back and forth in two directions, like both the bridge and Richard’s emotions.
  - D.** A pendulum represents power and energy, like the broad green river flowing near the house.

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

**Part A**

Which statement **best** expresses the theme of this excerpt from “Warm River”?

- M.** It is natural to be suspicious of strangers.
- P.** Nature is a powerful force and must be respected.
- R.** Interacting with others can change a person’s feelings.
- S.** Falling in love can cause a person to feel excited and nervous.

**Part B**

Which quotation from the excerpt **best** illustrates the theme?

- A.** “. . . with dark mountains towering all around me and a broad green river flowing beneath me. . . .” (paragraph 3)
- B.** “‘I think it did, Gretchen,’ I said; ‘but I hope I outran it.’” (paragraph 7)
- C.** “Gretchen’s father was standing beside a table holding the lamp a little to one side so that he could see my face.” (paragraph 12)
- D.** “‘. . . you wouldn’t have fallen in,’ Gretchen said, laying her hand in mine.” (paragraph 19)

- 4 How does the father interact with Richard?
- M. He points the way to the house and leads him there with a lamp.
  - P. He welcomes him and reassures him that the river is safe and warm.
  - R. He shakes his hand for the first time but does not completely trust him.
  - S. He introduces him to his three daughters and invites him to stay for dinner.
- 5 Which statement **best** expresses a central idea of the excerpt from "Warm River"?
- A. Gretchen's welcoming nature helps Richard calm down after his scary bridge crossing.
  - B. Richard's panic when crossing the bridge puts him in danger, but Gretchen saves him.
  - C. Richard's discomfort with the river puts him at odds with Gretchen and her family.
  - D. Gretchen's recollection of childhood memories puts Richard at ease after his difficult trip.



- 6** How does Richard's point of view contrast with the views of the other characters?
- M.** The other characters are suspicious of Richard, who is afraid of visiting them.
  - P.** Richard feels uncomfortable in the house, but the others have lived there all their lives.
  - R.** Richard is excited about visiting Gretchen's family, while the others are less eager.
  - S.** Gretchen is confident that Richard will arrive safely, but Richard is nervous.
- 7** Which **two** sentences, when combined, provide the **best** summary of the passage?
- A.** Both characters, Richard and Gretchen, remember playing in barns as children.
  - B.** Richard fearfully crosses a footbridge on a dark night.
  - C.** Gretchen meets Richard and leads him into her home.
  - D.** The story takes place in a rural area a long time ago.
  - E.** Gretchen's father holds a lamp so he can see Richard's face.

Read the passage and answer the questions that follow.

## Excerpt from *Ice! The Amazing History of the Ice Business*

by Laurence Pringle

*Read this excerpt about harvesting and selling ice in the early 1800s.*

### Before Refrigeration

- 1 [In] colder parts of North America, some landowners had below-ground ice pits or above-ground icehouses. Groups of farmers or townspeople sometimes worked together to harvest ice and share it. They tried to make ice last as long as possible, using different materials as insulation: hay, wood shavings, and sawdust (tiny bits of wood that fall as saw blades cut through wood).
- 2 Despite such efforts, the last ice had usually melted by August or September.
- 3 This meant no more ice for at least three or four months! Still, having any ice last far into the summer was a treat denied to most people of those times.

### Ice for Everyone

- 4 Some men dreamed of making ice available year-round. One had even more ambitious dreams. Frederic Tudor came from a wealthy Boston family. The family estate, Rockwood, included a pond from which ice was cut and stored and later used to make ice cream and to chill drinks in summertime. This childhood experience gave Frederic Tudor a business idea when he was nearly twenty-two years old. In August 1805, Tudor wrote of his plan “for transporting Ice to Tropical Climates.” Frederic was joined by his older brother, William, but he was the driving force of the business. Although he wrote in his journal that “People only laugh and believe me not when I tell them I am going to carry ice to the West Indies,” he dedicated his life to achieving his goal. In the process, he inspired others to make discoveries and inventions for cutting, storing, and transporting ice. In the 1800s, he was called the “Ice King,” and today Frederic Tudor is called the “father of the ice industry.”
- 5 Tudor’s dream of selling ice soon led to important changes in ice harvesting. The common practice was to use axes to chop ice from lakes, ponds, and rivers. The irregular pieces were loaded into carts and wagons and taken to be stored. Because of their odd shapes, the ice melted rather quickly. (Irregular pieces expose more surface area to the air than do pieces with smooth, flat surfaces. The greater the exposure to air, the faster the ice melts.) Men also cut ice with saws. This produced blocks of ice with more even sides, but the work was slow and difficult. Then in 1827, Nathaniel J. Wyeth invented a horse-drawn ice cutter. With this saw,

ice could be cut quickly into squares and rectangles. This made the ice easier to transport and store, and the ice blocks melted more slowly than irregular pieces.

- 6 Frederic Tudor and others also tried to find better ways to store ice. Some melting was inevitable; the challenge was to keep it to a minimum. One surprising discovery: storing ice above ground, in an icehouse, was often better than storing it below ground. Underground, the bottom-most ice might sit in meltwater, which caused more thawing. In a well-built icehouse, the floor was off the ground, not resting on it. This allowed meltwater to drain away. Since dark colors absorb solar energy, the walls and sometimes even the roofs of icehouses were painted white to reflect sunlight. Finally, a well-built icehouse was windowless, had its entrance door facing north, and had vents in its roof to allow any heat to escape.
- 7 Whether ice was stored, transported by wagons, ships, or trains, it had to be insulated to prevent melting. Many kinds of insulation were tried, including hay, straw, and charcoal. In 1806, hay was used as insulation for ice loaded on a sailing ship bound from Boston to Martinique in the Caribbean Sea. Much of the ice melted on the long voyage. (At first, Frederic Tudor had trouble hiring sailors because they feared that the ice cargo would melt quickly, fill the ship with water, and cause it to sink! Then, because ice was such a novelty in Martinique, Tudor had trouble selling the remaining ice. It was 1820 before his long-distance ice business became profitable.) Eventually, people learned that dry sawdust — spread between and around blocks of ice — was the best insulation. (Wet sawdust could be dried, then reused.) At lumber mills, sawdust had been worthless waste. Thanks to the growing ice business, it became a valuable commodity.
- 8 Another challenge for pioneers and inventors of the ice business was making an insulated container for storing ice in homes, restaurants, saloons, and hotels. In 1803, a Maryland farmer and engineer named Thomas Moore described such a device in a pamphlet entitled *An Essay on the Most Eligible Construction of Ice-Houses: Also a Description of the Newly Invented Machine Called the Refrigerator*. That term — refrigerator — was used long before the invention of the electric-powered appliance we know today. Still, most people called this first kind of refrigerator an “icebox.” It was made of wood, with an inner lining of iron or porcelain and with an insulation material between the wood and the lining. Like an icehouse, an icebox needed to get rid of meltwater (via a tube leading to a pan beneath). Through the years, icebox designs improved, and they became better insulated. (Thomas Moore had tried insulation of rabbit fur. Fortunately for rabbits, their fur was a poor ice insulator.)
- 9 Iceboxes became common in homes, restaurants, and hotels. Thanks to the persistence of Frederic Tudor, Nathaniel Wyeth, and many others, the ice business grew and grew. In major U.S. cities, ice was no longer a luxury for the wealthy. It was affordable for nearly everyone.

Excerpt from *Ice! The Amazing History of the Ice Business* by Laurence Pringle. Calkins Creek (Boyd's Mills Press), 2012.

- 8** Which statement describes the relationship among Frederic Tudor, Nathaniel Wyeth, and Thomas Moore?
- M.** They worked as a team to develop the technology needed to store ice.
  - P.** They were in competition to build the most profitable ice company.
  - R.** Each contributed his own ideas that helped make ice preservation possible.
  - S.** Each invented tools that are still used today for ice production and storage.
- 9** What is the meaning of the word commodity as it is used in paragraph 7?
- A.** an item created from rare materials
  - B.** a process intended to save time or money
  - C.** a product that is bought or sold
  - D.** an improvement to an existing design
- 10** How do Tudor’s actions influence the events in the section entitled “Ice for Everyone”?
- M.** Before Tudor came along, people had many wrong ideas about the best way to handle ice.
  - P.** Tudor’s idea for an ice business led to the necessary technological developments.
  - R.** Tudor worked even harder after realizing people were laughing at his idea to sell ice in the tropics.
  - S.** Many people contributed important ideas and inventions to its progress, but only Tudor got credit for building the ice industry.

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

**Part A**

Which **best** describes the author’s perspective on Tudor?

- A.** Tudor’s family relationships were cause for concern.
- B.** Tudor’s business success deserves respect.
- C.** Tudor’s place in history has been exaggerated.
- D.** Tudor’s ideas about ice were always right.

**Part B**

Select a sentence from the passage that provides evidence for the author’s perspective in Part A.

- M.** “Frederic Tudor came from a wealthy Boston family.” (paragraph 4)
- P.** “Frederic was joined by his older brother, William, but he was the driving force of the business.” (paragraph 4)
- R.** “In the process, he inspired others to make discoveries and inventions for cutting, storing, and transporting ice.” (paragraph 4)
- S.** “Then, because ice was such a novelty in Martinique, Tudor had trouble selling the remaining ice.” (paragraph 7)

- 12** Which **best** shows the central ideas of the passage?
- A.** Ice was impossible to store during the summer months; Frederic Tudor worked with his brother William to create an invention to keep ice.
  - B.** Many people contributed ideas that made it possible to preserve ice; the invention of the icebox allowed many people to have access to ice year round.
  - C.** Before the icebox was invented, people had many ideas about harvesting and sharing ice; it was important to keep ice cold in order to get it to tropical places.
  - D.** Maryland farmer Thomas Moore wrote a pamphlet explaining how to keep ice cold; iceboxes were used to transport ice to the Caribbean Sea.
- 13** What is the primary way the author has structured the article?
- M.** by listing in order each event that occurred in Tudor’s quest to transport ice to tropical climates
  - P.** by explaining how new technologies helped solve Tudor’s problems in transporting ice to tropical climates
  - R.** by describing the challenges Tudor and others faced in harvesting, storing, and transporting ice and the ways they rose to these challenges
  - S.** by comparing Tudor’s business success in transporting ice with Wyeth’s success in changing the way ice was cut and stored

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

**Part A**

What does the word insulated mean as it is used in paragraph 7?

- A.** arranged in blocks
- B.** cleaned before use
- C.** mixed with water
- D.** protected from warmth

**Part B**

Select the phrase that **best** helps the reader determine the correct answer to Part A.

- M.** "ice was stored"
- P.** "transported by wagons, ships, or trains"
- R.** "to prevent melting"
- S.** "hay, straw, and charcoal"

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.”

The Great Smoky Mountains National Park is located along the eastern border of Tennessee. At an elevation of 6,643 feet, Clingmans Dome is the highest mountain in the park, there is a paved road that leads to a parking lot at the top of Clingmans Dome. The road is closed for five months of the year, December through April. Clingmans Dome Road connects to US Highway 441 which is also called New Found Gap Road.

At the top of Clingmans Dome, there is a half-mile walk to an observation tower. The tower is 45 feet high and made of concrete. From the top of the tower, visitors can see in every direction. If the sky is clear, we can see for hundreds of miles. The view includes mountains extending into seven different states. On a cloudy day, however, it can be difficult to see other visitors on the trail.

In addition to being the peak that is the most elevated in height in the park, Clingmans Dome is also the highest point along the Appalachian Trail, a trail that goes on for more than 2,000 miles along the Appalachian Mountains all the way from Georgia to Maine. Taking up to six months, hikers who plan to complete the entire journey in one season usually start in Georgia during the early spring and head north.

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

park, there

- A. park there
- B. park. There
- C. park and there
- D. No change



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

**US Highway 441 which is also**

- M.** US Highway 441 which is, also
- P.** US Highway 441, which is also
- R.** US Highway 441, which is also,
- S.** No change

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

**On a cloudy day, however, it**

- A.** On a cloudy day however it
- B.** On a cloudy day however, it
- C.** On, a cloudy day, however it
- D.** No change

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

we

- M.** they
- P.** I
- R.** it
- S.** No change

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

most elevated in height

- A.** tallest
- B.** tallest in height
- C.** elevated and tallest
- D.** No change

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

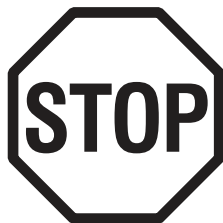
a trail that goes on for

- M.** a trail that extends
- P.** a very long trail that takes
- R.** an extensive trail that extends
- S.** No change

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

Taking up to six months, hikers who plan to complete the entire journey

- A.** A journey of up to six months, hikers planning to complete it entirely
- B.** Taking up to six months to complete, hikers who plan the entire journey
- C.** The entire journey takes up to six months to complete, so hikers who plan to finish it
- D.** No change



**This is the end of the test.**

**No test material  
on this page**

Name: \_\_\_\_\_

**Subpart 1 Practice Test Questions**

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

**Subpart 2 Practice Test Questions**

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

**14. Part A:** Ⓐ Ⓑ Ⓒ Ⓓ

**Part B:** Ⓜ Ⓟ Ⓡ Ⓢ

**15.** Ⓐ Ⓑ Ⓒ Ⓓ

**16.** Ⓜ Ⓟ Ⓡ Ⓢ

**17.** Ⓐ Ⓑ Ⓒ Ⓓ

**18.** Ⓜ Ⓟ Ⓡ Ⓢ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓜ Ⓟ Ⓡ Ⓢ

**21.** Ⓐ Ⓑ Ⓒ Ⓓ



**Subpart 1 Practice Test Questions**

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

**Subpart 2 Practice Test Questions**

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

14. Part A:  A  B  C

Part B:  M  P   S

15.  A   C  D

16.  M   R  S

17.  A  B  C

18.   P  R  S

19.   B  C  D

20.   P  R  S

21.  A  B   D



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**TCAP Practice Test Standards Alignment and Key – ELA Grade 7  
(2019–2020)**

Subpart 1	Key	Standard
1	D	7.RI.CS.4
2	A or M	7.RI.KID.2
3	C   B or C   P	7.RI.KID.2
	Prompt	7.W.TTP.2
Subpart 2		
1	C   A or C   M	7.RL.KID.3
2	C	7.RL.CS.4
3	C   B or R   B	7.RL.KID.2
4	B or P	7.RL.KID.3
5	A	7.RL.KID.2
6	D or S	7.RL.CS.6
7	B,C	7.RL.KID.2
8	C or R	7.RI.KID.3
9	C	7.RI.CS.4
10	B or P	7.RI.KID.3
11	B   C or B   R	7.RI.CS.6
12	B	7.RI.KID.2
13	C or R	7.RI.CS.5
14	D   C or D   R	7.RI.CS.4
15	B	7.LCSE.2
16	B or P	7.LCSE.2
17	D	7.LCSE.2
18	A or M	7.LCSE.1
19	A	7.L.KL.3
20	A or M	7.L.KL.3
21	C	7.LCSE.1

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