

# Tennessee Comprehensive Assessment Program

# TCAP

## English Language Arts Grade 2 Item Release





Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124. Copyright © 2017 by Tennessee Department of Education. No part of this publication may be copied, reproduced, or distributed in any form or by any means, or stored in a database or retrieval system, without the prior express written consent of the Tennessee Department of Education and Questar Assessment Inc. Nextera® is a registered trademark of Questar Assessment Inc. All trademarks, product names, and logos are the property of their respective owners. All rights reserved.

# Table of Contents

---

**Metadata Interpretation Guide – English..... 4**

**ELA Grade 2..... 5**

# Metadata Interpretation Guide – English

## Sample Metadata Table

<b>Item Label</b>	TN0034909	<b>Max Points</b>	1
<b>Item Grade</b>	EOC	<b>Item Content</b>	English III
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	2	<b>Rubric</b>	
<b>Standard 1 Code</b>	11-12.RL.KID.3	<b>Standard 1</b>	
<b>Standard 2 Code</b>	11-12.RL.CS.4	<b>Standard 2</b>	
<b>Passage Type 1</b>		<b>Passage Title 1</b>	

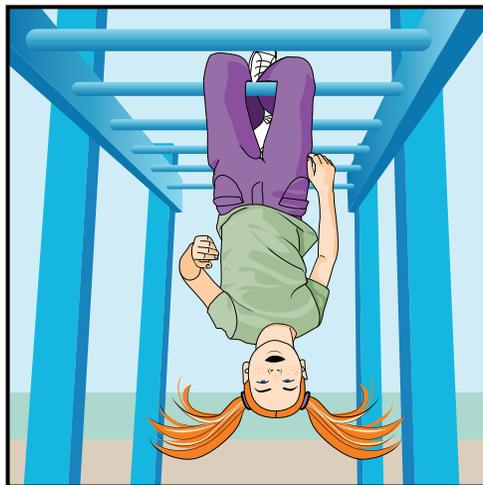
## Metadata Definitions

<b>Item Label:</b> Unique letter/number code used to identify the item.	<b>Max Points:</b> Maximum score points possible for this item.
<b>Item Grade</b> (if listed): Grade level in 3-8 or EOC	<b>Item Content</b> (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
<b>Item Type:</b> For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	<b>Key:</b> Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
<b>DOK</b> (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	<b>Rubric</b> (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
<b>Standard 1 Code</b> (if listed): Primary content standard assessed.	<b>Standard 1</b> (if listed): Text of the content standard assessed.
<b>Standard 2 Code</b> (if listed): Secondary content standard assessed.	<b>Standard 2</b> (if listed): Text of the content standard assessed.
<b>Passage Type 1</b> (if listed): Informational, literary, editing, etc.).	<b>Passage Title 1</b> (if listed): Title of the passage(s) associated with this item.

## TN128387

<b>Item Label</b>	TN128387	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.1	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

### A New Day



- 1 Sofia is a little tired of always doing the same thing. "Sometimes," thinks Sofia, "it seems like everything around me is boring. Tomorrow, I will find a way to make my day more fun."
- 2 Sofia wakes up the next day and decides to do four new things.
- 3 Sofia always eats cereal for breakfast. Today, she eats a grapefruit, instead. "Yum!" says Sofia, as she chews on the juicy grapefruit slice. It is a sour new breakfast.
- 4 Sofia always walks to school. Today, she hops all the way to school on one foot. "Hop, hop, hop," says Sofia, as she lands on her left foot. "Hop, hop, hop," she says again, as she switches to her right foot. It is a bouncy new way to go to school.
- 5 During recess, Sofia always plays tag. Today, she hangs upside down from the bars. "Wheee!" squeals Sofia, as she swings to and fro, to and fro. It is a new way to see the world.

- 6 Sofia goes to bed early. She has never done that before! The excitement makes it difficult to go to sleep, but Sofia wants to wake up early tomorrow so that she can do even more new things.

Why does Sofia decide to try new things?

- A.** She is bored.
- B.** She is out of cereal.
- C.** She is sleepy.
- D.** She is alone at recess.

# TN128392

<b>Item Label</b>	TN128392	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.7	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What does the picture help the reader understand?

- M.** why Sofia says "Wheee!"
- P.** what Sofia always plays at recess
- R.** why Sofia goes to bed early
- S.** what Sofia will do tomorrow

# TN128390

<b>Item Label</b>	TN128390	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.3	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

How does Sofia feel at the end of the day?

- A.** dizzy
- B.** nervous
- C.** excited
- D.** hungry

# TN128389

<b>Item Label</b>	TN128389	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What lesson does Sofia learn?

- M.** Eating juicy fruit is sticky.
- P.** Going to bed early is smart.
- R.** Hopping to school is hard.
- S.** Doing new things is fun.

# TN128398

<b>Item Label</b>	TN128398	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.c	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the story.**

**Sofia spends recess by \_\_\_\_\_.**

Which word makes this sentence correct?

- A.** myself
- B.** herself
- C.** yourself
- D.** ourselves

# TN128399

<b>Item Label</b>	TN128399	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.e	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the story.**

**Sofia squeals the \_\_\_\_\_ of everyone as she swings.**

Which word makes this sentence correct?

- M.** loud
- P.** louder
- R.** loudest
- S.** loudly

# TN128400

<b>Item Label</b>	TN128400	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.2.c	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**\_\_\_\_\_ tried four new things.**

Which word makes this sentence correct?

- A.** Shed
- B.** She'd
- C.** Sh'ed
- D.** Shed'

# TN128394

<b>Item Label</b>	TN128394	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RF.3.a	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- M.** same
- P.** thing
- R.** next
- S.** see
- T.** done

# TN128396

<b>Item Label</b>	TN128396	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2,4
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RF.3.c	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- A.** never
- B.** recess
- C.** instead
- D.** decides
- E.** switches

# TN128397

<b>Item Label</b>	TN128397	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RF.3.e	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Which **two** words from the passage have the **same** vowel sound as **seems**? Choose **two** correct answers.

- M.** breakfast
- P.** cereal
- R.** instead
- S.** eats
- T.** early

# TN128317

<b>Item Label</b>	TN128317	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.1	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

## Excerpt from *A Visitor for Bear*

by Bonny Becker

- 1 This time, before he went back to the business of making his breakfast, Bear shut the door very, VERY, VERY firmly, locked it, boarded the windows shut, stopped up the chimney, and even plugged the drain in the bathtub.
- 2 Carefully, Bear set about the business of making his breakfast. He opened the cupboard. No mouse. *Ahhh*. He opened the bread drawer. Nothing. *Whew!* He opened the fridge. Mouse- free. *Yes, indeed!* He lifted the lid to the teakettle.
- 3 *There was the mouse!*
- 4 "So sorry," said the mouse. "But perhaps if I could have just a bit of cheese and a cup of tea, and do you think we could unstopper the chimney and have a nice fire?"
- 5 Bear blew his nose with a loud honk.
- 6 "But then you must go," he sniffled. "No visitors allowed."
- 7 "You have my word," said the mouse.
- 8 Bear unshuttered and unboarded the windows, unlocked the door, unstoppered the chimney, and unplugged the drain.
- 9 He brought out two plates of cheese and two teacups, and he made a crackling fire in the fireplace for two sets of toes.
- 10 Bear cleared his throat.

11 The mouse looked most attentive. No one had ever been most attentive to Bear.

12 "The fire is nice," Bear announced.

13 "Lovely," said the mouse.

14 No one had ever said Bear's fires were lovely.

15 Bear told a joke. The mouse laughed heartily. No one had ever laughed at Bear's jokes before.

16 The mouse set down his teacup. Bear quickly lifted the teapot.

17 "There's plenty more," he said.

18 "So sorry," said the mouse. "Most kind, but I must be on my way."

19 "Really, you needn't go," said Bear.

20 "But I gave you my word," said the mouse, pointing at the "No Visitors" sign.

21 "Oh, that!" cried Bear, pulling down the sign and tearing it up. "That's for salesmen. Not for friends."



Source: Excerpt from A Visitor for Bear by Bonny Becker. Text copyright © 2008 Bonny Becker. Reproduced by permission of the publisher, Candlewick Press, Inc.

Where does Bear find the mouse?

- A.** in the cupboard
- B.** in the teakettle
- C.** in the bread drawer
- D.** in the fridge

# TN128321

<b>Item Label</b>	TN128321	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.3	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

How does Bear feel when the mouse asks for a bit of cheese?

- M.** hungry
- P.** lonely
- R.** bothered
- S.** foolish

# TN128323

<b>Item Label</b>	TN128323	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.4	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence from the story.**

**“You have my word,” said the mouse.**

What does this sentence help the reader understand about the mouse?

- A.** The mouse talks a lot.
- B.** The mouse gives Bear a nice gift.
- C.** The mouse thinks Bear took something.
- D.** The mouse keeps promises.

# TN128326

<b>Item Label</b>	TN128326	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.6	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What do Bear and the mouse feel **differently** about at the beginning of the passage?

- M.** whether the mouse should be in the house
- P.** where the mouse should hide in the house
- R.** what Bear should serve to eat and drink
- S.** whether Bear should put up his sign

# TN128318

<b>Item Label</b>	TN128318	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Which lesson does Bear learn in the passage?

- A.** It is nice to have guests who enjoy your company.
- B.** Guests will always laugh if you tell a joke well.
- C.** Some guests are good at hiding in small places.
- D.** It is good to have a fire for guests to warm themselves.

# TN128338\_G2

<b>Item Label</b>	TN128338_G2	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.4.b	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Based on the meaning of the word lock and the prefix **un-**, what does unlocked mean in paragraph 8?

- M.** changed
- P.** held
- R.** tied
- S.** opened

# TN128334

<b>Item Label</b>	TN128334	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.b	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**Many \_\_\_\_\_ may visit Bear tomorrow.**

Which word makes this sentence correct?

- A.** mouse
- B.** mice
- C.** mouses
- D.** mices

# TN128333

<b>Item Label</b>	TN128333	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.f	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read these sentences about the story.**

**Bear told a joke. The mouse laughed.**

Which is the **best** way to combine these sentences?

- M.** Bear told a joke, and the mouse laughed.
- P.** Bear told a joke the mouse laughed.
- R.** Bear told a joke to the mouse, the mouse laughed.
- S.** Bear told to the mouse a joke the mouse laughed.

# TN128331

<b>Item Label</b>	TN128331	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RF.3.d	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Which **two** words from the passage make new words when the prefix **re-** is added? Choose **two** correct answers.

- A.** made
- B.** brought
- C.** told
- D.** laughed
- E.** said

# TN128403

<b>Item Label</b>	TN128403	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	extendedText	<b>Key</b>	na
<b>DOK</b>	3	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.W.8	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Think about the new things that Sofia tries in the story. What do you think Sofia will try next? Why do you think that is what she will do?

Write 3 or 4 sentences to answer the questions. What do you think Sofia will try next? Why do you think that is what she will do?

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

# TN128123

<b>Label</b>	TN128123	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Rationale1</b>	N/A
<b>Item Content</b>	ELA	<b>Rationale2</b>	N/A
<b>Item Type</b>	choice	<b>Rationale3</b>	N/A
<b>Key</b>	1	<b>Rationale4</b>	N/A
<b>DOK</b>	1	<b>Rationale5</b>	N/A
<b>Difficulty</b>	N/A	<b>Rationale6</b>	N/A
<b>Calculator</b>	N/A	<b>Sample Answer</b>	N/A
<b>Ruler</b>	N/A		
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A

[Start TAS]

**Students from Mr. Johnson’s second grade class are cleaning up trash in the park.**

*Pause.*

**Which picture shows what a student from Mr. Johnson’s class is doing?**

*Pause while students mark their answer.*

[End TAS]

**M.**



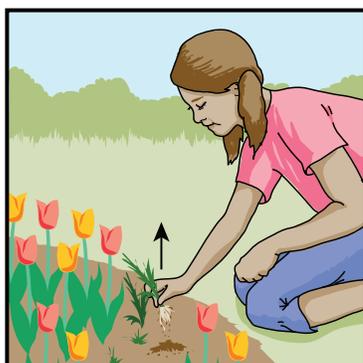
P.



R.



S.



# TN128276

<b>Item Label</b>	TN128276	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

## The Treasure Hunt

Joe looked for things on his treasure-hunt list. He had already found a pinecone under a tree. There were still four more things that he needed to find.

He found a carrot in the garden and crossed it off the list. Then he found a flower next to the sidewalk and crossed it off too. Next, he found a rock on the porch and crossed it off. There was only one thing left on the list.

Joe ran into the house and opened the refrigerator. Then he opened the fruit drawer. He took out an apple. He crossed the last thing off the list.

[Start TAS]

**Which picture shows where Joe found the flower?**

[End TAS]

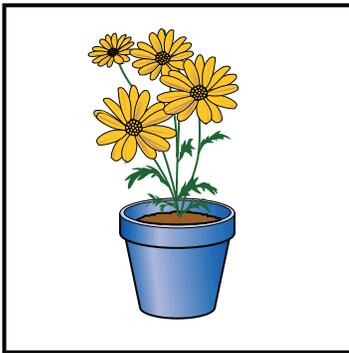
**A.**



**B.**



**C.**



**D.**



# TN128280

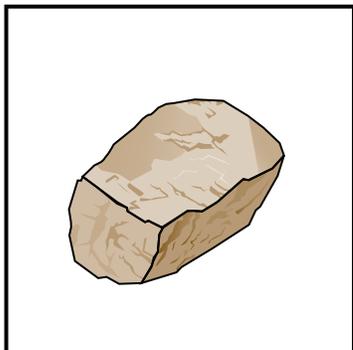
<b>Item Label</b>	TN128280	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

[Start TAS]

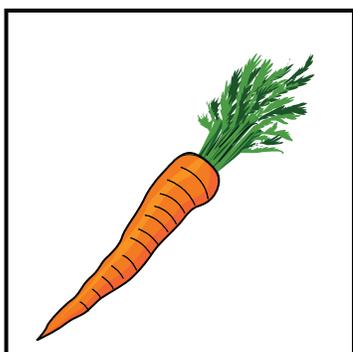
Which picture shows something that is not on Joe's list?

[End TAS]

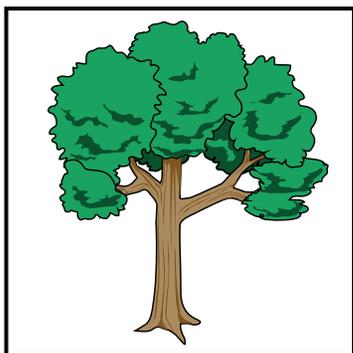
M.



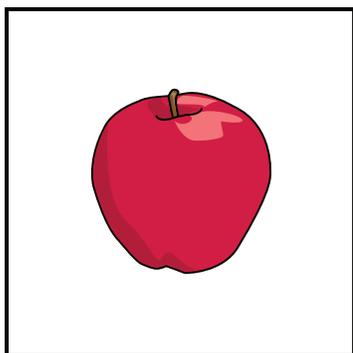
P.



R.



S.



# TN128208

<b>Item Label</b>	TN128208	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

## Favorite Season

Summer is Silvia’s favorite season. It’s also Aunt Maria’s favorite season. Every summer, Aunt Maria takes Silvia to the beach—their favorite place!

They pick a spot by a big, tall rock. Aunt Lily leans against it, reading a book.

Silvia climbs onto the rock, pretending it’s a mountain. “I see sailboats,” Silvia says, pointing far, far away.

Silvia plays tag with the waves. They come close, but Silvia runs the other way. Aunt Lily loves the waves. She likes how the water tickles her toes.

At night, Silvia and Aunt Lily write in their journals. Tonight, both of them will write all about their favorite place.

[Start TAS]

**Which is Aunt Maria’s and Silvia’s favorite season?**

[End TAS]

- A.** winter
- B.** spring
- C.** summer
- D.** fall

# TN128206

<b>Item Label</b>	TN128206	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

[Start TAS]

**What does Aunt Maria do while Silvia plays?**

[End TAS]

- M.** writes in a journal
- P.** builds a sand castle
- R.** runs from the waves
- S.** reads a book

# TN128203

<b>Item Label</b>	TN128203	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

[Start TAS]

**What does Silvia point at when she stands on the rock?**

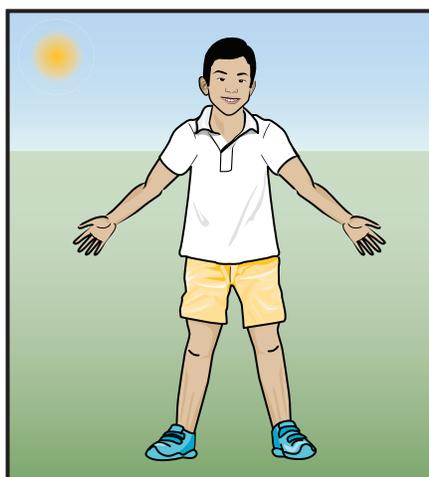
[End TAS]

- A.** a book
- B.** the sailboats
- C.** a mountain
- D.** the waves

# TN128454\_G2

<b>Item Label</b>	TN128454_G2	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.7	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

## “Cool” Clothes



- 1 Did you know that the color of your clothes can make a difference in how cool you stay? It is true, at least when you are outdoors on a sunny day.
- 2 You see, color soaks in sunlight, which then becomes heat. If you wear a black shirt, that shirt will soak in much light. The warm shirt will make your body become warmer.
- 3 On the other hand, a white shirt will keep your body cooler. This is because a white shirt has no color to soak in the heat. Instead, the shirt turns away sunlight. The light bounces off of the shirt. This means that less heat reaches your body.
- 4 So the rule is, the darker a shirt is, the warmer you are likely to feel. The lighter a shirt is, the cooler you are likely to feel. Now you know why people often wear light-colored clothing in the summer and darker clothing in the winter!

What does the picture add to the information in the passage?

- A.** It shows how hot it gets on a sunny day.
- B.** It shows how clothing soaks up light.
- C.** It shows an example of an outfit to help you stay cool.
- D.** It shows the difference between summer and winter.

# TN128452

<b>Item Label</b>	TN128452	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.3	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What is a result of wearing a white shirt on a sunny day?

- M.** Your body becomes warmer.
- P.** More light reaches your body.
- R.** Your body becomes sweaty.
- S.** Less heat reaches your body.

# TN128460

<b>Item Label</b>	TN128460	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.4.a	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What is the meaning of the phrase bounces off in paragraph 3?

- A.** spreads through
- B.** changes to
- C.** turns away
- D.** hides from

# TN128453

<b>Item Label</b>	TN128453	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.6	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What is the author’s purpose in the passage?

- M.** to compare different ways of making shirts
- P.** to explain what happens when wearing different-colored clothes
- R.** to describe which clothes are best to wear indoors
- S.** to give rules about how people should dress

# TN128448

<b>Item Label</b>	TN128448	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	3	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.8	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence from paragraph 4.**

**The lighter the color of a shirt is, the cooler you are likely to feel.**

Which reason does the author give to explain what this sentence says?

- A.** Light-colored clothing turns away sunlight.
- B.** Light-colored clothing is made from thin fabrics.
- C.** Light-colored clothing causes your skin to sweat.
- D.** Light-colored clothing has a loose fit.

# TN128462

<b>Item Label</b>	TN128462	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.d	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**Yesterday, I \_\_\_\_\_ a short-sleeved shirt.**

Which word makes this sentence correct?

- M.** weared
- P.** worn
- R.** wore
- S.** wored

# TN128463

<b>Item Label</b>	TN128463	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.e	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**The sun feels \_\_\_\_\_ in the summer than it feels in the winter.**

Which word makes this sentence correct?

- A.** hot
- B.** hotter
- C.** hottest
- D.** hotly

# TN128464

<b>Item Label</b>	TN128464	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.2.c	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**You \_\_\_\_\_ get hot if you wear the right clothing.**

Which word makes this sentence correct?

- M.** wont
- P.** won't
- R.** wo'nt
- S.** wont'

# TN128467

<b>Item Label</b>	TN128467	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	extendedText	<b>Key</b>	na
<b>DOK</b>	3	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.W.8	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Imagine that your friend wants to wear a long-sleeved black shirt on a very hot day. Do you think it is a good idea for your friend to wear black on a very hot day? Why or why not?

Write 3 or 4 sentences to answer the questions. Do you think it is a good idea for your friend to wear black on a very hot day? Why or why not? Provide evidence (information) from the passage to support your answers.

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use evidence from the passage.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself. **Write your answers in the next two pages of your test booklet.** You may use as much space as you need.

# TN128102

<b>Label</b>	TN128102	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Rationale1</b>	N/A
<b>Item Content</b>	ELA	<b>Rationale2</b>	N/A
<b>Item Type</b>	match	<b>Rationale3</b>	N/A
<b>Key</b>	A1,B2,A3,A4,B5,B6,A7,B8,B9,A10,A11,A12,B13,B14,A15,B16,A17,A18,A19,B20	<b>Rationale4</b>	N/A
<b>DOK</b>	2	<b>Rationale5</b>	N/A
<b>Difficulty</b>	N/A	<b>Rationale6</b>	N/A
<b>Calculator</b>	N/A	<b>Sample Answer</b>	N/A
<b>Ruler</b>	N/A		
<b>Standard 1 Code</b>	2.RF.4.a	<b>Standard 1 Text</b>	N/A

## Directions

Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Fill in the circle within the box. Start when you hear GO. Then do as many as you can until you hear STOP.

	YES	NO
Red is a color.		
Birds can breathe under water.		
Bread is a kind of food.		
The alphabet is made up of letters.		
Ice will melt when it gets very cold.		
A snake can walk.		
Nickels and dimes are money.		
Zebras have orange and white stripes.		
An elephant is smaller than a mouse.		
The grade that comes after second is third.		
Trains travel on tracks.		
Adults are older than children.		
A whale is a tiny animal.		
The sun goes down in the morning.		
A kitchen is a room in a house.		
Ice cream is hot.		
A circle is a shape.		
People use their ears to hear.		
A shout is louder than a whisper.		
Babies take care of doctors who are sick.		

# TN128120

<b>Label</b>	TN128120	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Rationale1</b>	N/A
<b>Item Content</b>	ELA	<b>Rationale2</b>	N/A
<b>Item Type</b>	choice	<b>Rationale3</b>	N/A
<b>Key</b>	2	<b>Rationale4</b>	N/A
<b>DOK</b>	1	<b>Rationale5</b>	N/A
<b>Difficulty</b>	N/A	<b>Rationale6</b>	N/A
<b>Calculator</b>	N/A	<b>Sample Answer</b>	N/A
<b>Ruler</b>	N/A		
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A

[Start TAS]

**The weather report for today says that it will be partly cloudy with no chance of rain.**

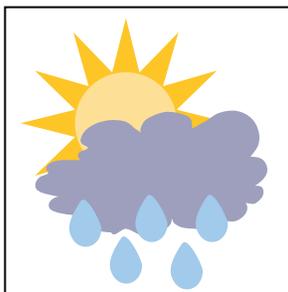
*Pause.*

**Which picture shows what the weather will be like today?**

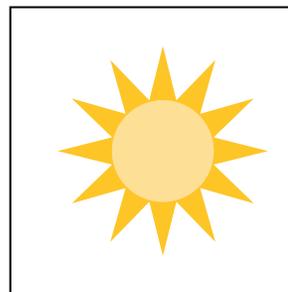
*Pause while students mark their answer.*

[End TAS]

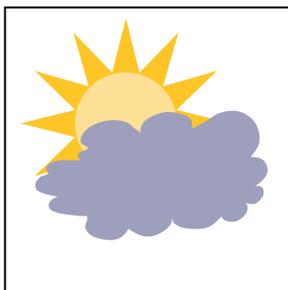
**A.**



**C.**



**B.**



**D.**



# TN128108

<b>Label</b>	TN128108	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Rationale1</b>	N/A
<b>Item Content</b>	ELA	<b>Rationale2</b>	N/A
<b>Item Type</b>	choice	<b>Rationale3</b>	N/A
<b>Key</b>	2	<b>Rationale4</b>	N/A
<b>DOK</b>	1	<b>Rationale5</b>	N/A
<b>Difficulty</b>	N/A	<b>Rationale6</b>	N/A
<b>Calculator</b>	N/A	<b>Sample Answer</b>	N/A
<b>Ruler</b>	N/A		
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A

[Start TAS]

**Elephants sleep for only two or three hours a day and spend the rest of their time eating plants.**

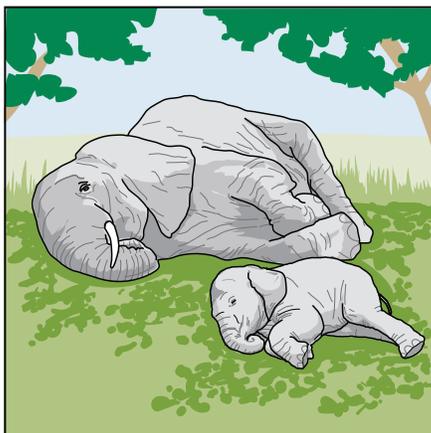
*Pause.*

**Which picture shows what elephants do for most of the day?**

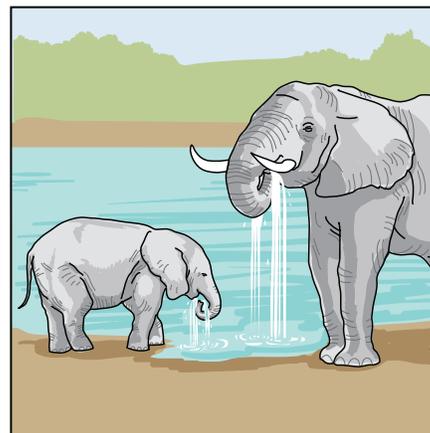
*Pause while students mark their answer.*

[End TAS]

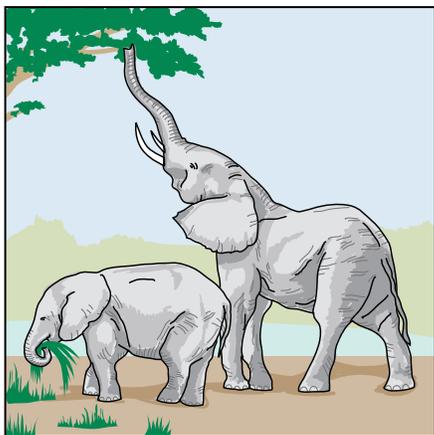
**M.**



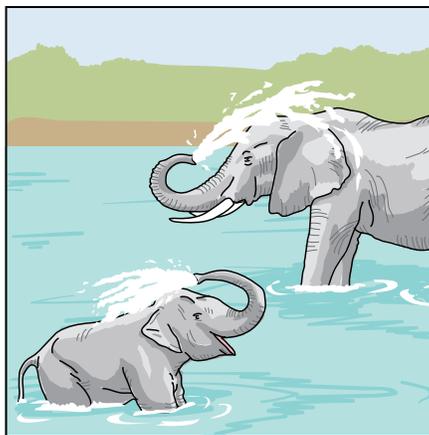
**R.**



P.



S.



# TN128484

<b>Item Label</b>	TN128484	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

## Working with Animals

If you love animals, you might want to work in a zoo someday.

Zoo keepers take care of zoo animals. They clean the animal areas and make sure the animals are healthy. Zoo keepers also feed the animals special meals. For example, they use ladders to hang fresh tree branches on high hooks for giraffes.

Zoo keepers also train animals. Training teaches animals to be calm and let zoo keepers safely touch them. One zoo keeper even teaches giraffes to paint with brushes in their mouths!

If you are thinking about working with animals one day, you might want to try taking care of one.

[Start TAS]

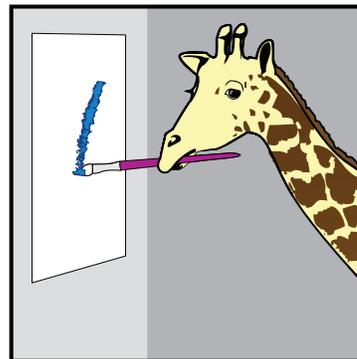
**Which picture shows what a zookeeper in the passage trained a giraffe to do?**

[End TAS]

A.



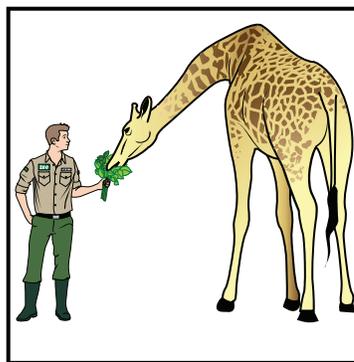
C.



B.



D.



# TN128485

<b>Item Label</b>	TN128485	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.3	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

[Start TAS]

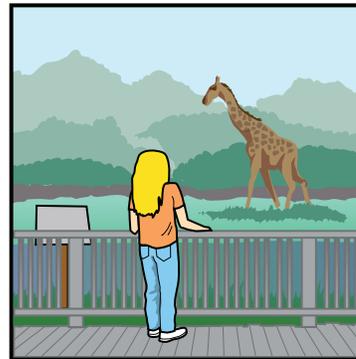
**Which picture shows how the passage says to prepare for a job working with animals?**

[End TAS]

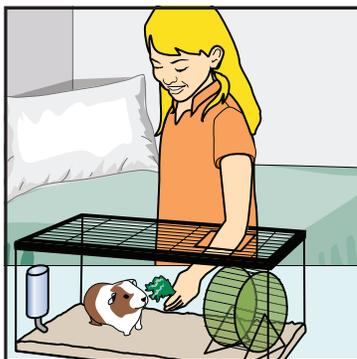
**M.**



**R.**



**P.**



**S.**



# TN128413

<b>Item Label</b>	TN128413	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

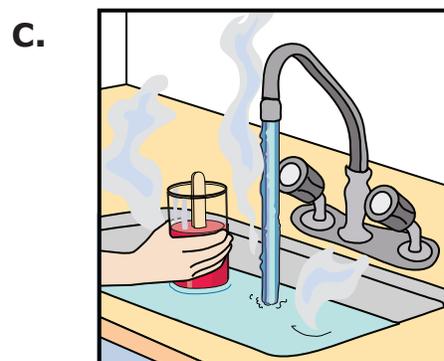
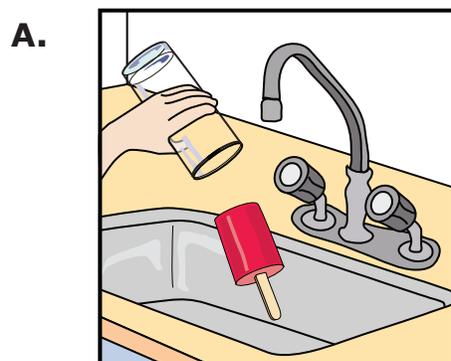
## Frank’s Ice Pops

Frank Epperson was just eleven years old when he made the first frozen ice pop. He made a drink by mixing a sweet powder with water. One cold night, he left his drink outside. The next morning, Frank’s drink was frozen solid. The wooden stick that he used to stir the drink was still in the glass. Frank put the glass in hot water. Then he used the stick as a handle to pull out the ice pop. Frank liked that he did not need a spoon or a fork to eat his new treat. Frank’s friends loved his ice pops, especially the cherry flavor. He knew other people would like them too.

[Start TAS]

**Which picture shows what Frank did first after he found his frozen drink?**

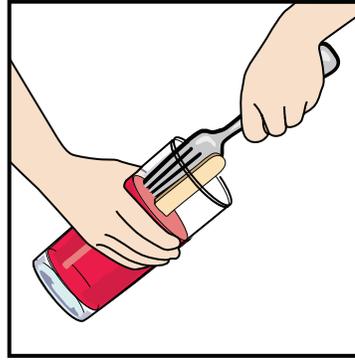
[End TAS]



**B.**



**D.**



# TN128415

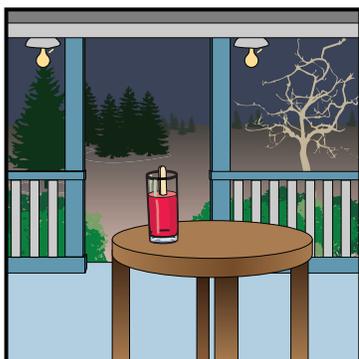
<b>Item Label</b>	TN128415	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.SL.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

[Start TAS]

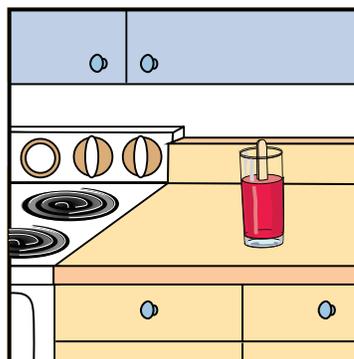
**Which picture shows where Frank left his drink overnight?**

[End TAS]

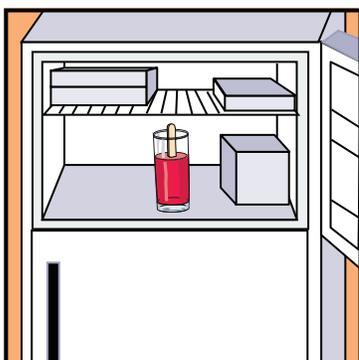
**M.**



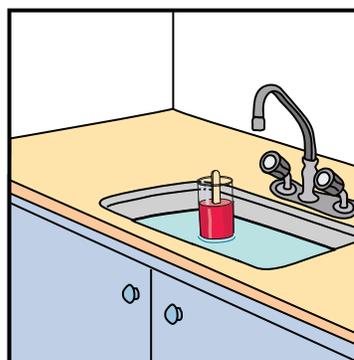
**R.**



**P.**



**S.**



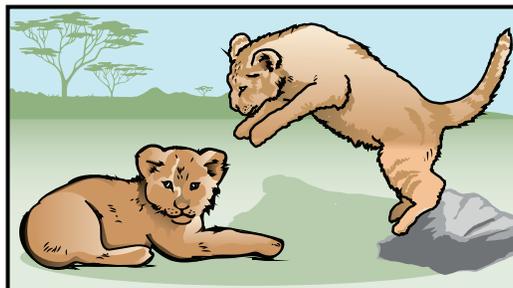
# TN128040

<b>Item Label</b>	TN128040	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.1	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

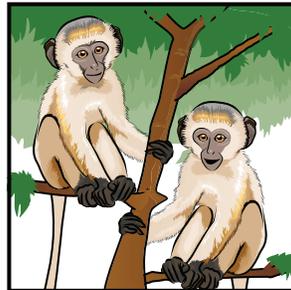
## Excerpt from “Why Do Animals Play?”

by Kathleen Weidner Zoehfeld

- 1 Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently. A kitten will pounce on a toy mouse or leap high for a piece of yarn.
- 2 Why do animals play? For the same reason YOU play— because it’s FUN! But there is more to animal play than just fun. For animals in the wild, play is important to their very survival. Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they will need to be successful adults.
- 3 Sometimes a young deer will leap and frolic. With each twisting, twirling dance, the fawn’s legs are getting stronger. It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother’s side.
- 4 While deer have to learn to escape from predators, young lion cubs must learn how to hunt. When a cub is little, it stalks its brother or sister. It will slink along on crouched legs. When the moment seems right, the cub pounces! The other cub bats back with its paws and wriggles free.
- 5 The cubs keep their claws in, though, and their bites are gentle.



- 6 The cubs are not trying to hurt each other. They are playing at being great hunters. This is practice for the real thing.
- 7 Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate.
- 8 A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows. She wiggles and wags her tail. As they play, both pups hold their mouths slightly open. That's how they tell each other "yes, we are still playing!"
- 9 When most young animals wrestle, race, or chase, it's not about winning. Each youngster is building its strength and skills. And they are learning to cooperate. If one youngster plays too rough, the others will let him know they are unhappy with his behavior.
- 10 Groups of young vervet monkeys sometimes sneak away from the adults in their family. All wrapped up in their games, the little ones may not notice when danger is near. So an adult monkey will go looking for the straying youngsters. The adult will yell out a warning.



- 11 Watch out! Be careful! You've heard parents or teachers say these things when you play. Animals have to learn about the dangers in their world too. Playing helps them learn. Playing helps them get along. Playing makes them strong and confident.

Source: Excerpt from "Why Do Animals Play?" by Kathleen Weidner Zoehfeld. Reprinted with permission of Cricket Media. Copyright 2007.

Which animals learn to hunt by playing?

- A. puppies
- B. deer
- C. lion cubs
- D. vervet monkeys

# TN128039

<b>Item Label</b>	TN128039	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.1	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Why do lion cubs keep their claws in?

- M.** to show when they win
- P.** to sneak up on one another
- R.** to show they want to quit
- S.** to keep from hurting one another

# TN128036

<b>Item Label</b>	TN128036	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.2	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What is the main idea of the passage?

- A.** Wild animals play to learn skills.
- B.** Wild animals play to be helpful.
- C.** Wild animals play to stay busy.
- D.** Wild animals play to have fun.

# TN128043

<b>Item Label</b>	TN128043	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.7	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What does the picture of the young monkeys add to the information in paragraph 10?

- M.** It shows when they play.
- P.** It shows what they like to eat.
- R.** It shows where they play.
- S.** It shows why they sneak away.

# TN128042

<b>Item Label</b>	TN128042	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.RI.7	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What part of the lion cubs' play does the picture of the cubs show?

- A.** stalking
- B.** slinking
- C.** pouncing
- D.** wriggling

# TN128056

<b>Item Label</b>	TN128056	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.4.a	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence from paragraph 1.**

**A kitten will pounce on a toy mouse or leap high for a piece of yarn.**

What is the meaning of the word leap in this sentence?

- M.** fly
- P.** look
- R.** dive
- S.** jump

# TN128045

<b>Item Label</b>	TN128045	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.4.a	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

What does the phrase learning to cooperate mean in paragraph 9?

- A.** finding ways to get along with one another
- B.** showing one another how to play rough
- C.** being the leader of a group
- D.** making sure to always win

# TN128046

<b>Item Label</b>	TN128046	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	1
<b>DOK</b>	2	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.4.a	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

Which word or phrase from paragraph 10 helps the reader understand the meaning of straying?

- M.** “sneak away”
- P.** “wrapped up”
- R.** “notice”
- S.** “yell”

# TN128053

<b>Item Label</b>	TN128053	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	2
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.1.c	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**The young monkeys play by \_\_\_\_\_ , away from adults.**

Which word makes this sentence correct?

- A.** itself
- B.** themselves
- C.** ourselves
- D.** himself

# TN128054

<b>Item Label</b>	TN128054	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	4
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.2.a	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**Some monkeys live in the mountains in africa.**

Which word in this sentence needs a capital letter?

- M.** Monkeys
- P.** Live
- R.** Mountains
- S.** Africa

# TN128055

<b>Item Label</b>	TN128055	<b>Max Points</b>	1
<b>Item Grade</b>	02	<b>Item Content</b>	ELA
<b>Item Type</b>	choice	<b>Key</b>	3
<b>DOK</b>	1	<b>Rubric</b>	N/A
<b>Standard 1 Code</b>	2.L.2.c	<b>Standard 1 Text</b>	N/A
<b>Standard 2 Code</b>	N/A	<b>Standard 2 Text</b>	N/A

**Read this sentence about the passage.**

**An \_\_\_\_\_ muscles are weak when it is young.**

Which word makes this sentence correct?

- A.** animals
- B.** animals'
- C.** animal's
- D.** animals's

**This page intentionally left blank.**

**This page intentionally left blank.**

Tennessee Comprehensive  
Assessment Program TCAP  
English Language Arts  
Grade 2 Item Release  
Spring 2017

