

Tennessee Comprehensive Assessment Program TCAP

English Language Arts Grade 6 | 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



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

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on this page**

Read the passages and answer the questions that follow.

Passage 1

Excerpt from “A Capital Place”

by Kathiann M. Kowalski

Pick a City, But Not Just Any City

- 1 In the years prior to and during the Revolutionary War (1775–1783), the leaders of the 13 Colonies met in a variety of locations. After the war ended, Americans tried to figure out the best way to govern themselves. They decided they wanted a permanent place for the nation’s leaders to meet. America’s former colonists, however, argued about many issues — including where to locate their new nation’s capital.
- 2 The framers of the Constitution tried to establish some basic guidelines. Article I, Section 8 states that the nation’s seat of government would be a “District” measuring no more than 10 miles square. One or more states would have to cede, or give up, land to the federal government to create the city. But the Constitution did not state where to locate the capital.
- 3 Should the new capital be near the nation’s geographic center? Or should it be near the coast, where the largest numbers of people lived? Should it be an existing city? Or should it be a brand new one?
- 4 Leaders pushed for their own interests, and dozens of different cities were considered.
- 5 The Residence Act of 1790 gave President George Washington 10 years to get the new capital city built. Washington, D.C., became the nation’s official seat of government just within that deadline — by the fall of 1800.

Stay or Go?

- 6 But some people were not convinced that Washington, D.C., was the best place for the nation’s capital. The city offered sparse housing and relatively few services in the early 19th century.
- 7 Then, during the War of 1812, the British marched on Washington in 1814 and set fire to government buildings. Faced with a fire-damaged city, Congress considered a bill to move the capital to Philadelphia, but the bill did not pass.

8 The idea of moving the country's capital arose again at various times during the 19th century. The notion of multiple capitals came up, too. An 1850 map showed a proposed Western District of Columbia in southern Illinois. In 1869, people talked about moving the capital to St. Louis, Missouri.

9 Western cities wanted to be part of the action, too. Washington, D.C., was "both inconvenient and unhealthful," noted one 1890 article in Portland's Morning Oregonian. "[I]t is too hot for habitation in midsummer, is wretchedly cold and foggy in winter, and has no natural beauties of scenery or location to recommend it."

A Destination City

10 Not only was it hard to completely silence talk of moving the capital, but the capital also served only as a seat of government. Many years passed before Washington, D.C., became the grand destination city that it is today with monuments, museums, and more. Those developments didn't necessarily have to happen, either.

11 Washington has become a cultural center for the United States as well as its seat of government. It's easy to take for granted Washington, D.C.'s identity as the U.S. capital today.

Excerpt from "A Capital Place" by Kathiann M. Kowalski, from *Cobblestone Magazine*, October 2014, Vol. 35, No. 8. issue. Copyright © 2014, Carus Publishing Company. Used by permission of Cricket Media via Copyright Clearance Center.

Passage 2

Excerpt from "A Permanent Home"

by Kenneth R. Bowling

12 The United States faced many problems at the end of the Revolutionary War in 1783. The weakness of the federal government was the most critical issue. Despite the former Colonies being united as one country, most Americans still identified more closely with their individual states. One way to earn respect for and strengthen the young nation was to create a federal capital. But Americans disagreed over what kind of capital they wanted as well as where it should be located.

- 13 Some people wanted a small capital. They believed that the states should be more powerful than the federal government. Others favored a large capital and a strong federal government. The two opposing groups also differed over who would control the capital: Should Congress have total control, or should control be divided between the state and federal governments?
- 14 Then there was the issue of where to locate the capital. More than 30 sites were proposed. The list included Newport, Rhode Island, and Newburgh, New York, in the North and Norfolk and Williamsburg, Virginia, in the South. Western locations such as Pittsburgh, Pennsylvania, and Marietta, Ohio, also hoped to be considered.
- 15 The northern and southern states distrusted each other. They saw the capital as a means of gaining power and influence. Both argued in favor of a centrally located capital. But southerners wanted a geographically centered site, which would put the capital closer to their region. Northerners, on the other hand, thought that the capital should be chosen according to population, which would mean choosing a location in a northern state.
- 16 In October 1783, Congress decided to locate a small federal town on the Delaware River near Trenton, New Jersey. This angered southern congressmen. To appease the South, Elbridge Gerry of Massachusetts suggested that Congress establish a second federal town on the Potomac River near Georgetown, Maryland. Congress could reside for six months in each place. The plan was too expensive to carry out, however.
- 17 Four years later, the Constitutional Convention met in Philadelphia to revise the Articles of Confederation. There was still no agreement on a specific site for the capital. But delegates to the convention made some decisions. They declared that the capital should be part of a district — 10 miles square — and that Congress should have exclusive jurisdiction over it.
- 18 In September 1789, the first Congress under the U.S. Constitution met in New York. It took up the question of the location of the capital. Once again, southerners in the House of Representatives supported a geographically centered location on the Potomac River. Northerners favored a population-centered location on the Susquehanna River. Southern representatives warned that approval of the Susquehanna capital would threaten the continuation of the Union, but the northerners had enough votes to approve this site. Before a bill could be passed naming Germantown, near Philadelphia, as the site, however, Congress adjourned. The bill died.
- 19 Congress finally reached one of the first compromises between North and South that would hold the Union together over the next 70 years. In June, Hamilton sought support for his war debt payment plan from Secretary of State Thomas Jefferson. Jefferson invited him to dinner with Virginia representative James Madison. Madison was the leading opponent of Hamilton’s proposal.

- 20 At dinner, Madison agreed to convince enough southerners to support Hamilton's Assumption Bill (the law that allowed the federal government to assume the states' war debts). In exchange, Hamilton would prevent northern congressmen from defeating the Residence Act (the proposal to locate the permanent capital on the Potomac River). As part of the deal, the federal government would spend the next 10 years in Philadelphia until the new city was ready. Both acts then passed.
- 21 On July 17, 1790, President George Washington signed the act locating the capital on the Potomac. Washington saw the Potomac as the "Gateway to the West." The act gave the president unlimited power to build the capital city from the ground up. Washington chose the precise site for the capital himself. It was not far from his Virginia home, Mount Vernon. In September 1791, the city was named Washington, and the federal district surrounding it became the District of Columbia. It included the existing towns of Alexandria, Virginia, and Georgetown, Maryland.
- 22 George Washington did not live to see his dream of a Potomac capital come true. He died in 1799, and the federal government moved to the district in 1800. Despite the fact that it is no longer centrally located with respect to either territory or population, the nation's capital has remained there ever since.

Excerpt from "A Permanent Home" by Kenneth R. Bowling, from *Cobblestone Magazine*, October 2014, Vol. 35, No. 8 issue. Copyright © 2014, Carus Publishing. Used by permission of Cricket Media via Copyright Clearance Center.

- 1** What does the phrase "a seat of government" mean as it is used in paragraph 10?
- A.** a temporary council
 - B.** an elected role
 - C.** an official headquarters
 - D.** an immense building

2 Which statement is a central idea of passage 1?

- M.** Leaders from the American colonies met in different locations prior to the Revolutionary War.
- P.** The decision on where to locate the American capital was very important to the nation's leaders.
- R.** Today many people travel to Washington, D.C., to enjoy the capital's many monuments and museums.
- S.** American leaders considered moving the capital after many government buildings were destroyed by the British.

3 Which sentence introduces a central idea of passage 2?

- A.** "But Americans disagreed over what kind of capital they wanted as well as where it should be located." (paragraph 12)
- B.** "In October 1783, Congress decided to locate a small federal town on the Delaware River near Trenton, New Jersey." (paragraph 16)
- C.** "In September 1789, the first Congress under the U.S. Constitution met in New York." (paragraph 18)
- D.** "The act gave the president unlimited power to build the capital city from the ground up." (paragraph 21)

Writing Prompt

You have just read two passages about the origins of the nation's capital. Write an informational essay explaining the different opinions people had about where to locate the capital.

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.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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This is the end of Subpart 1 of the Grade 6 English Language Arts Practice Test. Do not go on to the next page until told to do so.

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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

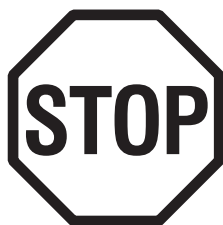
There are one or more underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”

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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on this page**

Read the passages and answer the questions that follow.

Passage 1

The Fight for Rights

by Eileen Terrill and Geoff Williams

- 1 Civil rights are the rights that are guaranteed to all citizens of a nation. Some of these include the right to go to school, to ride public transportation, to use a library, to see a movie, and to eat in a restaurant. The right to vote and the right to be treated equally under the law are others.
- 2 Our nation's Constitution is supposed to address the rights of every citizen. But U.S. laws have not always been fair. Even after the Civil War (1861–1865), black Americans were not treated the same as white Americans were treated. Congress passed three amendments — the 13th, 14th, and 15th — to protect the rights of former slaves. But officials and citizens in the South enforced their own set of laws at the state level. They found ways to prevent black Americans from exercising their rights and passed laws designed to keep the races segregated.
- 3 Black people were not only kept separated from white people, they also were treated unequally. They were not allowed to sit with white people on trains and buses or in restaurants, movie theaters, churches, libraries, and many other public areas. They were not allowed to use the “white” hospitals or restrooms. Black students and white students could not go to the same schools.
- 4 Local and state officials in the South used fear, intimidation, and the law to keep black people from voting. The jobs available to black workers were limited. They did not have the freedom to live anywhere they wanted. Black Americans faced discrimination in almost every aspect of their lives. They were treated like second-class citizens. But in the 1950s and 1960s, concerned people, both black and white, began working together to change all of that.
- 5 Out of those decades grew a historic civil rights movement. Growing numbers of African Americans found the courage to take action and fight for their rights — even when they were threatened with harm or death. Some of these people have become famous for their efforts to end discrimination — the Rev. Dr. Martin Luther King, Jr., Thurgood Marshall, and Rosa Parks.

- 6 But there were many people involved in the modern civil rights movement. The movement succeeded because so many individuals found the courage to speak up and join together. They demanded change and met hate and anger with nonviolence. They were cursed at, arrested, and beaten for their efforts. Some, like King, were murdered. The actions of many of these other people may be less familiar than King's, but they made a significant impact on the movement.

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Passage 2

The Sit-ins That Shook Up the Nation

by Elizabeth McDavid Jones

- 7 On the last day of January in 1960, Ezell Blair Jr. came home from college and casually asked his parents' permission to cause some trouble. "I'd like to know," he said, "because tomorrow we're going to do something that will shake up this town."
- 8 What Blair and three other students at North Carolina Agricultural and Technical College accomplished the next afternoon did shake up their town — Greensboro, North Carolina. The shock waves from their action reverberated¹ across the United States and changed the way black and white people lived together.
- 9 In 1960, especially in the South, things were quite different for black people. Blacks could sit only in certain sections of theaters, usually the balcony. Public swimming pools and golf courses were off limits. Blacks couldn't use the same water fountains as white people, and even public libraries were sometimes restricted.
- 10 Segregation means forcing people of different races to live, work, and go to school apart. Integration, the opposite, means the removal of legal and social barriers that segregate racial groups.
- 11 Dr. Martin Luther King Jr., the civil rights leader and president of the Southern Christian Leadership Conference, said that segregation for years had been "America's shame." Beginning in the 1950s, African Americans along with others began to rise up against segregation and to march, boycott, and protest.

¹ **reverberated:** were felt

- 12 Ezell Blair and his friends David Richmond, Joseph McNeil, and Franklin McCain knew Dr. King’s philosophy of civil disobedience. And they had read about Mahatma Gandhi’s success with passive resistance in India. Both King and Gandhi believed in peacefully disobeying unjust laws and customs.
- 13 Lots of college students talked about taking action, but Blair and his friends decided to stop talking and do something. According to Richmond, “We used to question, ‘Why is it that you have to sit in the balcony? Why do you have to ride in the back of the bus?’”
- 14 The four chose Monday, February 1. After their last class that day, they met at the campus library and headed for downtown, a fifteen-minute walk.
- 15 They first stopped at the clothing store owned by Ralph Johns, a white supporter of civil rights and friend to many A&T students, including McNeil. Johns is said to have encouraged McNeil to take action and provided the students with money and advice.
- 16 The four young men then proceeded to Woolworth’s Five and Dime Store on South Elm Street. They made a few purchases of school supplies, shoe polish, and toothpaste at counters that accepted their business.
- 17 Then came the big test: to take a seat and ask to be served at Woolworth’s whites-only lunch counter.
- 18 “You bet we were scared,” remembered David Richmond. “We didn’t know what to expect. We figured we would be arrested.”
- 19 A black waitress demanded to know what the students were doing. “You know you’re supposed to eat at the other end,” she said, referring to the stand-up counter where blacks were allowed to eat. She called the counter manager, who called the store manager, C.L. Harris. Harris asked Blair and his friends to leave, but the young men refused to budge. They had vowed not to move unless they were served.
- 20 Harris contacted the police, but no legal action was taken.
- 21 Finally, Harris decided to close the store, since it was near closing time anyway. The four stayed fifteen minutes longer. When they left, they promised to return the next day. They felt elated and encouraged. They had bucked tradition. They had demanded fair treatment. And nothing bad had happened to them.
- 22 Back on campus, they spread the word about the sit-in. The following day, they returned to the lunch counter accompanied by about thirty students, male and female. Again they were denied service.
- 23 On Wednesday, sixty-three of the sixty-six seats at the lunch counter were filled by black students.

- 24 On Thursday, three white college students joined the black students from A&T and other colleges in the sit-in. But along with the protesters were counterprotesters, people who did not agree with integration.
- 25 One black student offered to pay five dollars for a glass of water. No service.
- 26 By Friday, three hundred protesting youths filled the aisles of Woolworth's. And on Saturday even the A&T football team crowded into the store. The store was forced to close because of a bomb threat that afternoon, and the crowd carried its protest to a nearby Kress store. That store also closed that afternoon for safety reasons.
- 27 By the next week, sit-ins had occurred in stores throughout North Carolina. Protesters were picketing Woolworth's in New York City. A nationwide boycott was organized so no one would shop at Woolworth's until store officials changed their policy and offered integrated lunch counters.
- 28 Protests and sit-ins spread across the South to Virginia, Maryland, Tennessee, Alabama, South Carolina, Louisiana, and Florida. Not all of the protesters were as fortunate as Blair and his friends. Many were arrested for trespassing and were sent to jail.
- 29 Little by little, the sit-ins began to have an effect. During that spring, stores in Florida, Maryland, and Tennessee ended their segregated lunch counters. Some stores in Virginia and North Carolina followed suit, and finally, in late July, nearly six months after Blair, Richmond, McNeil, and McCain first "shook up the town," the Woolworth's lunch counter in Greensboro was integrated.
- 30 Though the struggle for equality continues, things are better today, thanks in part to the four college students from Greensboro.

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- 1** What is a central idea of passage 1?
- A.** White and black Americans did not have the same job opportunities.
 - B.** Black Americans were not allowed to eat in the same restaurants as white Americans.
 - C.** Many people were brave and courageous in gaining equality for black Americans.
 - D.** Dr. Martin Luther King worked to improve the lives of black Americans.

2 What does the word aspect mean as it is used in paragraph 4?

- M.** view
- P.** part
- R.** direction
- S.** appearance

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

Part A

Which statement **best** represents the author's viewpoint in passage 2?

- A.** People who take action can change the lives of many.
- B.** Disputes strengthen society and are necessary for its survival.
- C.** Civil rights are the same for all people.
- D.** Rules are made to protect the common good of all people.

Part B

Which sentence from passage 2 supports the correct answer to Part A?

- M.** "Finally, Harris decided to close the store, since it was near closing time anyway." (paragraph 21)
- P.** "But along with the protesters were counterprotesters, people who did not agree with integration." (paragraph 24)
- R.** "Not all of the protesters were as fortunate as Blair and his friends." (paragraph 28)
- S.** "Though the struggle for equality continues, things are better today, thanks in part to the four college students from Greensboro." (paragraph 30)

4 How does the author describe the first sit-in, in paragraphs 14–21?

- A.** by retelling the events using figurative language
- B.** by retelling the events as if they were a participant’s dream
- C.** by providing a description of events in the order they occurred
- D.** by presenting the events as a speech by one of the participants

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

Part A

What is the central idea of passage 2?

- M.** All people should be treated the same.
- P.** The actions of a few people can have far-reaching results.
- R.** Civil rights affect everyone, young and old.
- S.** Nonviolence is the only way to achieve equality for all.

Part B

Which sentence from passage 2 **best** supports the correct answer to Part A?

- A.** “The shock waves from their action reverberated across the United States and changed the way black and white people lived together.” (paragraph 8)
- B.** “In 1960, especially in the South, things were quite different for black people.” (paragraph 9)
- C.** “Segregation means forcing people of different races to live, work, and go to school apart.” (paragraph 10)
- D.** “They made a few purchases of school supplies, shoe polish, and toothpaste at counters that accepted their business.” (paragraph 16)

6 Select **two** sentences that illustrate how the descriptions of the Civil Rights Movement were similar in both passages.

- M.** They both focus on the Civil Rights work done by Martin Luther King, Jr.
- P.** They both give a general overview and history of the Civil Rights Movement in America.
- R.** They both include a detailed description of a significant event in the Civil Rights Movement.
- S.** They both describe how United States law was changed to end discrimination and segregation.
- T.** They both illustrate the unfair and unequal treatment of African Americans during that time.
- V.** They both describe how African Americans found the courage to demand an end to segregation.

7 In what way is passage 2 different from passage 1?

- A.** Passage 2 describes how the civil rights movement grew when protestors participated in specific events, while passage 1 describes the ways black Americans were denied their civil rights.
- B.** Passage 2 describes the rights guaranteed by the United States Constitution that were denied to black Americans, while passage 1 describes the ways individuals were inspired to take nonviolent action to affect change.
- C.** Passage 2 describes the role of law enforcement officers in protecting the rights of all citizens, while passage 1 describes the way a local civil rights protest lead to changes across the country.
- D.** Passage 2 describes civil rights leaders and how they made progress in the fight for equality, while passage 1 describes how Martin Luther King's philosophy of civil disobedience inspired methods of protest.

Read the passage and answer the questions that follow.

Excerpt from “Wolf! In the Alley”

by Rosemary Laughlin

1 “It’s ringing! Don’t you hear it? Hurry, Paul!”

2 Skidding on loose cinders, Paul Schneider shot down the alley and around to the front of the house. Banging through the screen door, he lunged for the jangling telephone.

3 “Allo? Pauly? What took you so long?” Mama’s German-accented voice was suspicious.

4 Paul tried not to sound out of breath. “I was out looking for the iceman.” That was not a lie. One could look for the iceman while practicing baseball pitches with Tony.

5 “And Anton?”

6 “He’s on the lookout with me.”

7 “Have you finished your schoolwork?” asked Mama. “Are the potatoes peeled for supper? Our Sunday shoes have yet to be polished. You must teach Anton how to do that just the way Papa always wanted.”

8 Mama’s directions went on and on. Paul held the receiver away from his ear. He didn’t want to hear what he knew would be her parting words: “No baseball! It is a waste of time only for the idle rich!”

9 He interrupted so he wouldn’t have to disobey. “I think I hear the iceman now! I’ll see you at supper, Mama. Everything is fine.”

10 Fine? No, things weren’t. Papa had died in the spring, and now Mama managed his tailor shop in downtown Omaha, speaking English as best she could while desperately trying to make ends meet. Three older brothers were learning trades, and another was in the Franciscan seminary. Paul’s sister Clara had run the house until she enrolled in business school. Now she was gone all day, too, so doing the household chores fell to the youngest boys after school.

11 Paul knew what he wanted to be — a major league baseball player. Everyone said he had the makings of a star pitcher. He even had the chance to play for a league team next summer. The step after that was for pay! But Mama said no. Always the same reason — not worthwhile . . . for the idle rich. She couldn’t see sports any other way.

- 12 Angry and quite sorry for himself, Paul grumbled as he went back out to find Tony.
- 13 Several days later a college student appeared at the door. When Joseph entered the seminary, he'd left an empty bed at home. Mama advertised for a boarder. Frank Molczyk was studying at Creighton University and wanted a quiet place with wholesome food. Mama liked him.
- 14 So did the boys. They quickly discovered Frank was friendly and funny. He told them lots of stories about his hometown in rural Nebraska, where Bohemians, Russians, and Poles had settled. The immigrant families got along fine, but because everyone spoke so little English, there were always silly misunderstandings that became hilarious the way Frank told the story. When Frank described the difficulty of playing baseball in four languages, Paul confided his own baseball ambitions.
- 15 "So you're pretty good?" Frank said.
- 16 "Oh, he is!" Tony burst out loyally. "But Mama won't let him join a team. She doesn't even want him to practice. She calls from the tailor shop to check that we're in the house and not playing catch in the alley."
- 17 "One of these days I'm going to break a leg racing in," Paul grumped.
- 18 Frank laughed. "Take me out to the ball game . . . ," he bellowed out in a voice that was very loud and off-key. "Hey, tell you what," Frank said. "I'll study by the phone and rig a line to a bell on the sill of the window by the alley. You'll never miss hearing the phone ring again, I can pull the bell before the first ring is finished, and you can be in by the third. She'll never know."
- 19 Paul and Tony agreed. What Mama didn't know couldn't hurt her. But it could hurt to keep a good pitcher from polishing his skill.
- 20 Frank's scheme worked. The first time Mama phoned, Frank jerked the bell line, and Paul was in before the third ring started. A week of phone calls passed. Paul and Tony figured Mama would soon trust them so much she would stop calling. But they wouldn't let up their guard. Mama was strict. And tough.
- 21 One crisp afternoon, Frank's bell sent Paul racing to the house. He rushed through the door, but the phone wasn't ringing.
- 22 "Maybe a customer interrupted her," said Frank, looking up from his books. "Better stay a few minutes and catch the first ring when she calls back." Paul waited, but soon grew restless and returned to the alley.
- 23 The bell rang. Paul ran. Silence again.
- 24 After another instance, Paul and Tony caught on.

- 25 “That Frank!” said Paul. “He wants a story to tell his buddies back home! We hear about them. They hear about us.”
- 26 Tony nodded. “Like the Aesop’s fable in our reader, about the boy who cries Wolf! to see the villagers run.”
- 27 The two marched in to Frank. Paul scowled. “So you like to see me race and skid? You like my red, sweaty face? Too bad, Frank. No more.”
- 28 Frank laughed heartily. “You’re a scream to watch, Paul! I couldn’t resist. But enough is enough. I’m kind. I won’t fool you again.”
- 29 Five minutes later the bell rang steadily on its pull line.
- 30 “He must think we’re stupid,” said Tony. He signaled for a curve ball.
- 31 Frank appeared as a fastball smoked into Tony’s glove. “Boys,” he said, “your mom just called. Why didn’t you come in? I finally answered and said I thought maybe you were out cleaning the shed.”
- 32 “Sure, Frank. Thanks. Let us know the next time she calls. It’s great to have you on our side.”
- 33 Ten minutes later the bell sounded. Again Frank came out with the same story. “Don’t you believe me?” he asked.
- 34 “Sure, Frank!” Paul and Tony did not break their pitch-and-catch rhythm. “He’s a good actor,” Paul observed when Frank returned to the house.
- 35 The boys returned to their game. The sun sank slowly through the pleasant autumn afternoon.
- 36 “Stee-rike three! Hoo-boy. Six in a row!”
- 37 “Stee-rike? Was meint das?” Mama swept toward them down the alley. Paul had never actually seen a Wagnerian¹ opera, but he’d heard enough to believe that Mama might be a vengeance-driven Valkyrie² from on high.

¹ **Wagnerian:** by German composer Richard Wagner, known for his powerful, emotional operas, including one about the Valkyries

² **Valkyrie:** in Norse mythology, maidens who serve the god Odin, sent by him to retrieve the souls of dead heroes from battlefields

Excerpt from “Wolf! In the Alley,” by Rosemary Laughlin, from *Cricket*. Published by Cricket Media. Copyright © 2011. Used by permission of the publisher via Copyright Clearance Center.

8 In what way do the details in paragraph 26 help develop a central idea of the story?

- M.** They suggest that the boys think Frank is acting like a wolf in the Aesop story.
- P.** They show that the boys remember the Aesop story and think Frank has cried wolf too often.
- R.** They tell that the boys decide to ignore Frank’s warnings because they are too interested in playing baseball.
- S.** They explain the relationship between the boys and Frank and why they get along.

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

Part A

How does Paul respond when he finds out Frank rings the bell when there is no phone call?

- A.** He thinks that Frank has a great sense of humor and wants to spend more time with him.
- B.** He and Tony decide to ignore the bell when it rings and continue to play baseball.
- C.** He and Tony decide that Frank is not the friend they thought he was and no longer like him.
- D.** He thinks that Frank wants him to spend more time studying and less time playing baseball.

Part B

Which part from the story **best** shows Paul's reaction and supports the correct answer to Part A?

- M.** "One crisp afternoon, Frank's bell sent Paul racing to the house. He rushed through the door, but the phone wasn't ringing." (paragraph 21)
- P.** "'That Frank!' said Paul. 'He wants a story to tell his buddies back home! We hear about them. They hear about us.'" (paragraph 25)
- R.** "'Sure, Frank!' Paul and Tony did not break their pitch-and-catch rhythm." (paragraph 34)
- S.** "'He's a good actor,' Paul observed when Frank returned to the house." (paragraph 34)

10 Read these sentences from paragraph 20.

A week of phone calls passed. Paul and Tony figured Mama would soon trust them so much she would stop calling. But they wouldn't let up their guard. Mama was strict. And tough.

Choose **two** ways that these sentences fit into the overall structure of the passage.

- A.** They suggest that Paul should find another place to practice pitching with his brother.
- B.** They predict Mama's reaction when she finds Paul playing baseball with his brother in the alley.
- C.** They remind the reader that young people have a hard time making decisions.
- D.** They describe the feelings that young people have toward their parents when they disagree with them.
- E.** They point out the feelings that Paul has toward playing baseball.
- F.** They show that Paul is afraid of his mother's reaction to finding out that he is practicing pitching.

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

Part A

What is a theme of the passage?

- M.** People can be trusted.
- P.** Things are not always what they seem to be.
- R.** Hardship helps make a person strong.
- S.** It is not easy to achieve fame.

Part B

Select a detail from the passage that helps convey this theme.

- A.** “But Mama won’t let him join a team. She doesn’t even want him to practice.” (paragraph 16)
- B.** “One of these days I’m going to break a leg racing in,’ Paul grumped.” (paragraph 17)
- C.** “The bell rang. Paul ran. Silence again. After another instance Paul and Tony caught on.” (paragraphs 23–24)
- D.** “Again Frank came out with the same story. ‘Don’t you believe me?’ he asked.” (paragraph 33)

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

Part A

In paragraph 2, what does the use of the phrase “lunged for” suggest about Paul?

- M.** He wants to show off how fast he is.
- P.** He is afraid he will not answer in time.
- R.** He thinks the phone is broken.
- S.** He has a long reach.

Part B

Which detail from the story **best** supports the same conclusion about Paul?

- A.** “He interrupted so he wouldn’t have to disobey.” (paragraph 9)
- B.** “Several days later a college student appeared at the door.” (paragraph 13)
- C.** “One crisp afternoon, Frank’s bell sent Paul racing to the house.” (paragraph 21)
- D.** “‘He must think we’re stupid,’ said Tony.” (paragraph 30)

13 Which event causes Mama to sweep down the alley while Paul and Tony are playing baseball?

- M.** Paul does not answer the phone when the bell sounds.
- P.** Frank goes into the alley to tell Paul and Tony their mother called.
- R.** Frank apologizes for fooling Paul about Paul's mother telephoning.
- S.** Paul pretends the phone is ringing when it is not.

14 Which **two** statements explain how paragraph 11 helps develop the plot?

- A.** It shows that Paul's mother hopes he becomes a star baseball player.
- B.** It describes the way in which Paul plays baseball.
- C.** It sets up the conflict Paul faces between baseball and his mother.
- D.** It explains the reason Paul thinks he isn't good enough at playing baseball.
- E.** It suggests that Paul is going to stop playing baseball.
- F.** It allows the reader to understand how Paul feels.

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 African American explorer Matthew Henson might never have accomplished his dream without the help of a sea captain. When Henson approached the captain of a merchant ship to ask for a job, the captain was impressed by the boy's ambition. Henson was only twelve years old, but the captain took a liking to Henson and hired him as a cabin boy. They taught him math, geography, and navigation. Later on Henson put those skills to good use.

When Robert E. Peary a naval officer, met Henson, he recognized his intelligence and sense of adventure. Peary offered him a job. The two made several trips to Greenland. Henson learned to speak Inuit and the Eskimos taught him how to survive the harsh climate. Peary told Henson about his dream to be the first person to reach the North Pole. Henson eagerly accepted his invitation to join himself.

In 1908, Peary's expedition including Henson left on the *USS Roosevelt* from New York for Canada. On March 1, 1909, the team members pointed their dog sleds north and set out on the 475-mile journey. Crossing the ice-covered Arctic Ocean was treacherous. Most expedition members turned back. Henson had learned many helpful things from the Eskimos. He used what he learned to help keep the men alive! Finally, on April 6, Peary, Henson, and four Eskimos reached their goal: 90 degrees north. Only Peary recieved great recognition for the accomplishment at the time, however. It was not until much later that Henson was honored for his important part in reaching the North Pole.

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

They

- M.** Them
- P.** He
- R.** The captain
- S.** No change

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

Peary a naval

- A.** Peary—a naval
- B.** Peary, a naval
- C.** Peary) a naval
- D.** No change

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

Inuit and the Eskimos

- M.** Inuit, and the Eskimos
- P.** Inuit, the Eskimos
- R.** Inuit and, the Eskimos
- S.** No change

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

himself

- A.** he
- B.** him
- C.** herself
- D.** No change

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

expedition including Henson

- M.** expedition, including Henson,
- P.** expedition, including Henson
- R.** expedition including Henson,
- S.** No change

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

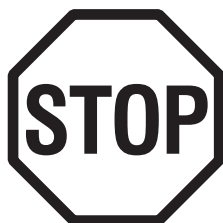
recieved

- A.** receved
- B.** reseeved
- C.** received
- D.** No change

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

Henson had learned many helpful things from the Eskimos. He used what he learned to help keep the men alive!

- M.** Some people say that Henson more-or-less helped keep the men alive.
- P.** The skills that Henson had learned from the Eskimos helped the men stay alive.
- R.** In order to help the men stay alive, Henson thought about the things he learned from the Eskimos.
- S.** No change



This is the end of the test.

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Subpart 1 Practice Test Questions1. ☐ A ☐ B ☐ C ☐ D2. ☐ M ☐ P ☐ R ☐ S3. ☐ A ☐ B ☐ C ☐ D**Subpart 2 Practice Test Questions**1. ☐ A ☐ B ☐ C ☐ D2. ☐ M ☐ P ☐ R ☐ S3. **Part A:** ☐ A ☐ B ☐ C ☐ D**Part B:** ☐ M ☐ P ☐ R ☐ S4. ☐ A ☐ B ☐ C ☐ D5. **Part A:** ☐ M ☐ P ☐ R ☐ S**Part B:** ☐ A ☐ B ☐ C ☐ D6. ☐ M ☐ P ☐ R ☐ S ☐ T ☐ V (select **two**)7. ☐ A ☐ B ☐ C ☐ D8. ☐ M ☐ P ☐ R ☐ S9. **Part A:** ☐ A ☐ B ☐ C ☐ D**Part B:** ☐ M ☐ P ☐ R ☐ S10. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F (select **two**)11. **Part A:** ☐ M ☐ P ☐ R ☐ S**Part B:** ☐ A ☐ B ☐ C ☐ D12. **Part A:** ☐ M ☐ P ☐ R ☐ S**Part B:** ☐ A ☐ B ☐ C ☐ D

13. ☐ M ☐ P ☐ R ☐ S

14. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F (select **two**)

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 ☒ ☐ D
2. ☐ M ☒ ☐ R ☐ S
3. ☒ ☐ B ☐ C ☐ D

Subpart 2 Practice Test Questions

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

13. ● (P) (R) (S)

14. (A) (B) ● (D) (E) ● (select **two**)

15. (M) (P) ● (S)

16. (A) ● (C) (D)

17. ● (P) (R) (S)

18. (A) ● (C) (D)

19. ● (P) (R) (S)

20. (A) (B) ● (D)

21. (M) ● (R) (S)

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**TCAP Practice Test Standards Alignment and Key – ELA Grade 6
(2019–2020)**

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

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English Language Arts Grade 6 |
Practice Test

