

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 7 Practice Test Subpart 1 & Subpart 2

Student Name

Teacher Name



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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

For Subpart 1 of this Practice Test, you will read a passage or set of passages and then write a response to a writing task. You will have 85 minutes to complete Subpart 1 of this Practice Test. This task gives you a chance to show how well you can organize and express your ideas in written text.

After reading the passage(s) and writing task, take a few minutes to think about what you have read 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.

If you finish before the allotted time ends, review your work.

Read the passage and write a response to the writing task.

from “Mrs. Majeska and Sara Duck”

by Ethel Pochocki

1 There once was an old woman who lived on the edge of a city and the edge of a woods. Her house sat right smack in the middle of where one ended and the other began. Mrs. Majeska, for that was her name, was quite content with this, for either way she turned, she had the best of both worlds.

2 If she turned left, she followed the path into the bustling city and reveled¹ in the music of church bells and car horns and children laughing and dogs barking and brakes screeching and radios blaring from apartment windows and the smells of peanuts and hot dogs roasting. She filled her basket with books from the library and necklaces of dried mushrooms from pushcarts on the street and remnants of yarn from the thrift store. Sometimes, on a Wednesday afternoon, when tickets were cheap, she went to the movies and lost herself in worlds she could only imagine.

3 If she turned right, she followed the path through the woods and meadow that led to the ocean shore. Here there was no traffic, no noise, except the warning caws of crows, as she wended² her way to the bank that opened to the sea. Once on shore, she searched for the day’s treasure of beach glass, hunched over, moving side to side like an excited crab, her eyes like searchlights probing for the bits of colored glass and china, polished smooth by the punishing waves and thrown up by the receding tide.

4 Then she would sit on a driftwood log, bleached to white by the sun, and fondle her treasures, wondering about their history. What ship had once served meals on this china bordered with roses? What medicine was once held in these green and blue bottles? . . . The red beach glass was Mrs. Majeska’s joy. She danced a jig of happiness whenever she found red.

5 It didn’t take much to make Mrs. Majeska happy. She enjoyed her life. She was not sad or lonely or frail or needy. She liked living alone and being able to do whatever she wanted. She could wake up and go to sleep as she pleased. She could eat chili for breakfast and a pear for supper. She could wear mismatched socks and sit in the moonlight at midnight and watch the zucchinis grow with no one to tell her otherwise.

¹ **reveled:** took delight

² **wended:** walked or went along

- 6 Mrs. Majeska had no family or pets. She liked children and small animals, but those she knew already belonged to other families. Sometimes a cat on its way to the city or the woods would stop by for a snack and a cuddle, and Mrs. Majeska kept a can of milk and a tin of sardines on hand for such visits.
- 7 One April morning, when Mrs. Majeska could smell spring in the air, even though all she could see outside was mud, she put on her heavy brown sweater that came down to her knees and her boots that came up to her knees, grabbed her basket, and took the path to the right. She needed driftwood for kindling and hoped she might find some leeks for soup. The frozen leaves crunched beneath her boots as she searched, and finally—there they were, the first green tips pushed through and waiting!
- 8 She picked her fill and then slip-slid down the bank to the shore, where the grey, sullen, grumbling waves were disappearing with the tide. Left in their wake lay deposits of shells and sand dollars, fresh slimy seaweed, and four broken chair rungs, perfect for kindling. Everything shone and sparkled in the sun.
- 9 Mrs. Majeska searched in vain for beach glass. Not today, she sighed, as she straightened up. Then a quick hint of red beneath a clump of seaweed caught her eye. She pulled away the protecting strands and gasped. “Well, I never!” she exclaimed. “What’s a rubber duck doing here? A red rubber duck?”
- 10 No child could have left it. Children didn’t come here; it was too rocky. And weren’t rubber ducks supposed to be yellow? Wasn’t that the rule? Still, it tickled her fancy to find such a thing, and she wedged it into the basket between the leeks and the rungs.
- 11 That evening, she sat in her rocker by the fire, which crackled with the day’s bounty. As she cradled the rubber duck in her hands, she wondered: What was its story, what was its past? Finally she got up and said, “Past is past. Right now you’re going for a swim in the tub.”
- 12 She ran the water into the deep old tub with the claw feet, filled it with lilac bubble bath, and tossed in the duck. . . . Mrs. Majeska named her Sara, and so began the friendship between the old lady and the rubber duck, who enjoyed the pleasure of each other’s company every evening after. It was as if it had always been this way.
- 13 Sara was a good listener, never interrupting Mrs. Majeska’s recital of the day’s happenings. Truth to tell, Sara didn’t have much to report, since she spent her day sitting atop the bar of soap in the tray, waiting for the evening go-round. Her short life with hundreds of brothers and sisters had almost come to an end when the boat carrying them from China had split open during a violent storm and sunk. Its cargo of toys spilled into the churning sea, forced to go wherever the wild wind and current took them.

- 14 Some landed on shores in Alaska and Russia and Mexico and Maine, where foragers³ like Mrs. Majeska found them. Some are still sailing around the world waiting to be rescued. Sara had had enough of adventure. Right now, Mrs. Majeska's tub was exactly where she wanted to be.

Excerpt from "Mrs. Majeska and Sara Duck," by Ethel Pochocki. Reprinted from *Cicada*, July/August 2008, Vol. 10, No. 6, © 2008 by Ethel Pochocki/Carus Publishing Company/Cricket Media.

³ **foragers:** people who search for food or provisions

Writing Task

Write a narrative in which you are the red duck. Explain to Mrs. Majeska how you came to be on the beach where she found you. Write from a first-person point of view, using dialogue, description, and chronology to describe your adventures.

Manage your time carefully so that you can

- Plan your response
- Write your response

Your written response should be in the form of a multi-paragraph narrative story. Spend about 85 minutes on this response, including the time you spend reading the passage(s), planning, and writing your response.

Write your response to the Writing Task in the space provided.



**This is the end of Subpart 1 of the Grade 7 ELA Practice Test.
Proceed to Subpart 2.**

Directions

This Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, mark your answer(s) on the answer document provided.

Sample 1: Multiple-choice (one correct response)

1. What does the word cruel mean as it is used in paragraph 6?
- A. happy
 - B. slow
 - C. unkind
 - D. easy

Sample 2: Multiple-select (multiple correct responses)

2. **Read this sentence from paragraph 14.**

“Having a dog as a pet is a huge task.”

Select **two** sentences that support this statement.

- A. Dogs show love and affection by licking faces.
- B. Dogs require being fed on a regular schedule.
- C. Dogs often help improve the health of their owners.
- D. Dogs make good companions for many people.
- E. Dogs need supplies and healthcare that can be costly.

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

Read the passage and answer the questions that follow.

from *Heidi*

by Johanna Spyri

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.

“What shall I read, grandmother?”

“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.”

Heidi looked enraptured¹ at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

Excerpt from *Heidi* by Johanna Spyri. In the public domain.

¹ **enraptured:** very pleased

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

Part A

How does the grandmother feel when Heidi finishes reading?

- A. bored
- B. tired
- C. happy
- D. patient

Part B

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

- A. "Heidi, climbing on a chair, took down the dusty book from a shelf."
- B. "Turning the pages, Heidi found a song about the sun, and decided to read that aloud."
- C. "More and more eagerly she read, while the grandmother, with folded arms, sat in her chair."
- D. "Heidi looked enraptured at the grandmother's face, which had changed from an old, sorrowful expression to a joyous one."

Sample 4: Editing Task

Some test items require you to determine if an underlined word or phrase in a passage is used correctly.

There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement on the answer document provided.

4. 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.

Replace were with

- A. were
- B. was
- C. am
- D. is

Read the passages and mark your answers on the answer document provided.

Passage 1
from "The No-Guitar Blues"

by Gary Soto

1 At that moment a dim light came on inside Fausto's head. He saw that it was
sort of a fancy dog, a terrier or something, with dog tags and a shiny collar.
And it looked well fed and healthy. In his neighborhood, the dogs were never
licensed, and if they got sick they were placed near the water heater until they
got well.

2 This dog looked like he belonged to rich people. Fausto cleaned his juice-
sticky hands on his pants and got to his feet. The light in his head grew
brighter. It just might work. He called the dog, patted its muscular back, and
bent down to check the license.

3 "Great," he said. "There's an address."

4 The dog's name was Roger, which struck Fausto as weird because he'd
never heard of a dog with a human name. Dogs should have names like Bomber,
Freckles, Queenie, Killer, and Zero.

5 Fausto planned to take the dog home and collect a reward. He would say
he had found Roger near the freeway. That would scare the daylights out of the
owners, who would be so happy that they would probably give a reward. He felt
bad about lying, but the dog was loose. And it might even really be lost,
because the address was six blocks away.

.....

6 "Sir," Fausto said, gripping Roger by the collar. "I found your dog by the
freeway. His dog license says he lives here." Fausto looked down at the dog,
then up to the man. "He does, doesn't he?"

7 The man stared at Fausto a long time before saying in a pleasant voice,
"That's right." He pulled his robe tighter around him because of the cold and
asked Fausto to come in. "So he was by the freeway?"

8 "Uh-huh."

9 "You bad, snoopy dog," said the man, wagging his finger. "You probably
knocked over some trash cans, too, didn't you?"

10 Fausto didn't say anything. He looked around, amazed by this house with its shiny furniture and a television as large as the front window at home. Warm bread smells filled the air and music full of soft tinkling floated in from another room.

11 "Helen," the man called to the kitchen. "We have a visitor." His wife came into the living room wiping her hands on a dish towel and smiling. "And who have we here?" she asked in one of the softest voices Fausto had ever heard.

12 "This young man said he found Roger near the freeway."

13 Fausto repeated his story to her while staring at a perpetual clock with a bell-shaped glass, the kind his aunt got when she celebrated her twenty-fifth anniversary. The lady frowned and said, wagging a finger at Roger, "Oh, you're a bad boy."

14 "It was very nice of you to bring Roger home," the man said. "Where do you live?"

15 "By that vacant lot on Olive," he said. "You know, by Brownie's Flower Place."

16 The wife looked at her husband, then Fausto. Her eyes twinkled triangles of light as she said, "Well, young man, you're probably hungry. How about a turnover?"

17 "What do I have to turn over?" Fausto asked, thinking she was talking about yard work or something like turning trays of dried raisins.

18 "No, no, dear, it's a pastry." She took him by the elbow and guided him to a kitchen that sparkled with copper pans and bright yellow wallpaper. She guided him to the kitchen table and gave him a tall glass of milk and something that looked like an *empanada*. Steamy waves of heat escaped when he tore it in two. He ate with both eyes on the man and woman who stood arm-in-arm smiling at him. They were strange, he thought. But nice.

19 "That was good," he said after he finished the turnover. "Did you make it, ma'am?"

20 "Yes, I did. Would you like another?"

21 "No, thank you. I have to go home now."

22 As Fausto walked to the door, the man opened his wallet and took out a bill. "This is for you," he said. "Roger is special to us, almost like a son."

- 23 Fausto looked at the bill and knew he was in trouble. Not with these nice folks or with his parents but with himself. How could he have been so deceitful? The dog wasn't lost. It was just having a fun Saturday walking around.
- 24 "I can't take that."
- 25 "You have to. You deserve it, believe me," the man said.
- 26 "No, I don't."
- 27 "Now don't be silly," said the lady. She took the bill from her husband and stuffed it into Fausto's shirt pocket. "You're a lovely child. Your parents are lucky to have you. Be good. And come see us again, please."
- 28 Fausto went out, and the lady closed the door. Fausto clutched the bill through his shirt pocket. He felt like ringing the doorbell and begging them to please take the money back, but he knew they would refuse. He hurried away, and at the end of the block, pulled the bill from his shirt pocket: it was a crisp twenty-dollar bill.
- 29 "Oh, man, I shouldn't have lied," he said under his breath as he started up the street like a zombie.

Excerpt from "The No-Guitar Blues," in *Baseball in April and Other Stories*, by Gary Soto. Published by Harcourt, Inc. Copyright © 1990 by Gary Soto.

Passage 2
from "Stray Dog"

by Kathe Koja

- 30 I know a lot about animals, about dogs; when I was a little kid, I used to want to be a dog. There's something so—I don't know—clean about them, about the way they love you, the way they trust that whatever you do is right. You can tell them anything, too, all the bad stuff that's inside you, things you could never tell anyone else. Maybe they don't understand, but they listen.
- 31 I can't have a dog at home—my mother has some major allergies, inhalers and pills and all the rest—so for a long time I used to volunteer at the animal shelter: hosing out the cages and runs, putting out fresh newspaper, helping with the feeding—I loved that. Dogs are so happy when you feed them; it's like every good thing they can imagine rolled into one.
- 32 Especially these dogs, who used to belong to someone, some family that moved or had a baby or just got tired of them—like they're a toy, or an

appliance or something, something you can just replace or throw out when you don't want it anymore. But the dogs are used to being taken care of; they can't survive for long on their own. A car gets them, or they get sick or starve.

- 33 But there are other dogs, the born strays, the street dogs—they never got used to needing humans. You can't pet them or even touch them, no matter how much you want to.
- 34 There was this one dog, a female collie mix, so beautiful. I used to call her Grrl. All gold and white and dirty, curled up quiet in the back of the cage—but if you got too close she'd go crazy, start biting at the bars, at herself, anything. Melissa—she was one of the supervisors—told me that Grrl had been on the streets for too long. "She's feral," Melissa said, "a wild dog. She'll never trust anyone now."
- 35 Gold and white, and brown eyes, the darkest brown you ever saw, looking at me as I looked at her, and "That's O.K.," I said. "I don't trust too many people myself."

Excerpt from "Stray Dog" by Kathe Koja, from *Cicada*. Published by Carus Publishing Company. Copyright © 2009 by Kathe Koja.

1. What effect does the description of the husband and wife as "nice" in paragraphs 18 and 23 have on the meaning of the scene?
- A. It shows that Fausto does not understand them.
 - B. It explains why Fausto feels guilty about lying to them.
 - C. It shows that Fausto wants to make friends with them.
 - D. It explains why Fausto gives them back their dog.

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

Part A

How does the point of view of Fausto in “The No-Guitar Blues” contrast with the point of view of the husband and wife?

- A. Fausto knows that the dog was not really in danger, but the husband and wife believe he rescued their dog.
- B. Fausto feels that the dog is dangerous and savage, but the husband and wife treat it as a beloved pet.
- C. Fausto is only interested in helping the dog, but the husband and wife believe he wants money as a reward.
- D. Fausto sees the husband and wife as threatening, but the husband and wife are only trying to help him.

Part B

Which quote **best** supports the correct answer to Part A?

- A. “At that moment a dim light came on inside Fausto’s head. He saw that it was sort of a fancy dog, a terrier or something, with dog tags and a shiny collar.”
- B. “In his neighborhood, the dogs were never licensed, and if they got sick they were placed near the water heater until they got well.”
- C. “He ate with both eyes on the man and woman who stood arm-in-arm smiling at him. They were strange, he thought.”
- D. “He felt like ringing the doorbell and begging them to please take the money back, but he knew they would refuse.”

3. In what **two** ways is the setting of “The No-Guitar Blues” important to its plot?
- A. Because many people in Fausto’s neighborhood own dogs, he knows how to take care of them.
 - B. Because the dog owners live in a neighborhood that is different from Fausto’s, he finds their house and their food strange.
 - C. Because many dogs live outdoors, it is rare for dogs to learn to trust humans.
 - D. Because the weather is very harsh, it is important for Fausto to rescue the dog as soon as possible.
 - E. Because Fausto lives far out in the country, he has to travel a long distance to return the dog to its owners.
 - F. Because the place where Fausto finds the dog is actually safe, he feels guilty about claiming it was near the freeway.

- 4.** Which element of passage 2 **most** reveals the narrator’s character?
- A.** the setting of the narrator’s home
 - B.** the mother’s allergies prevent the narrator from owning a dog
 - C.** the narrator’s interaction with Melissa
 - D.** the narrator’s reaction to the dogs at the shelter
- 5.** What effect does the phrase “like they’re a toy, or an appliance or something” in paragraph 32 have on the tone of the passage?
- A.** It creates a happy tone by showing how dogs bring pleasure to their owners.
 - B.** It creates a disapproving tone by criticizing people who treat dogs as disposable.
 - C.** It creates an angry tone by emphasizing that that only some people can afford dogs.
 - D.** It creates a humorous tone by showing how ridiculous pet owners can be.

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

Part A

What difference between Fausto and the narrator of "Stray Dog" most affects the action of the two stories?

- A. Fausto is frightened of dogs, while the narrator of "Stray Dog" wants to own a dog.
- B. Fausto sees the dog as a way to earn money, while the narrator of "Stray Dog" only wants to help the dogs.
- C. Fausto knows very little about dogs, while the narrator of "Stray Dog" is experienced at taking care of dogs.
- D. Fausto trusts people too easily, while the narrator of "Stray Dog" is too slow to trust people.

Part B

Select **two** quotes that **best** support the answer to Part A. Select **one** quotation from **each** story.

- A. "In his neighborhood, the dogs were never licensed, and if they got sick they were placed near the water heater until they got well." (passage 1)
- B. "Fausto planned to take the dog home and collect a reward." (passage 1)
- C. "They were strange, he thought. But nice." (passage 1)
- D. "I know a lot about animals, about dogs; when I was a little kid, I used to want to be a dog." (passage 2)
- E. ". . . so for a long time I used to volunteer at the animal shelter: hosing out the cages and runs, putting out fresh newspaper, helping with the feeding—I loved that." (passage 2)
- F. "Especially these dogs, who used to belong to someone, some family that moved or had a baby or just got tired of them. . . ." (passage 2)

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

Part A

What theme do **both** passages have in common?

- A. It is necessary to learn to trust others.
- B. Hard work is financially rewarded.
- C. Pets play important roles in people’s lives.
- D. People should be cautious in new situations.

Part B

Select **two** quotes that **best** support the correct answer to Part A. Select **one** quotation from **each** story.

- A. “He looked around, amazed by this house with its shiny furniture and a television as large as the front window at home.” (passage 1)
- B. ““This is for you,’ he said. ‘Roger is special to us, almost like a son.’” (passage 1)
- C. “He hurried away, and at the end of the block, pulled the bill from his shirt pocket: it was a crisp twenty-dollar bill.” (passage 1)
- D. “You can tell them anything, too, all the bad stuff that’s inside you, things you could never tell anyone else.” (passage 2)
- E. “But there are other dogs, the born strays, the street dogs—they never got used to needing humans.” (passage 2)
- F. “Melissa—she was one of the supervisors—told me that Grrl had been on the streets for too long.” (passage 2)

Read the passage and mark your answers on the answer document provided.

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

by Laurence Pringle

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

Before Refrigeration

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

Ice for Everyone

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

work was slow and difficult. Then in 1827, Nathaniel J. Wyeth invented a horse-drawn ice cutter. With this saw, ice could be cut quickly into squares and rectangles. This made the ice easier to transport and store, and the ice blocks melted more slowly than irregular pieces.

- 6 Frederic Tudor and others also tried to find better ways to store ice. Some melting was inevitable; the challenge was to keep it to a minimum. One surprising discovery: storing ice aboveground, in an icehouse, was often better than storing it belowground. Underground, the bottommost ice might sit in meltwater, which caused more thawing. In a well-built icehouse, the floor was off the ground, not resting on it. This allowed meltwater to drain away. Since dark colors absorb solar energy, the walls and sometimes even the roofs of icehouses were painted white to reflect sunlight. Finally, a well-built icehouse was windowless, had its entrance door facing north, and had vents in its roof to allow any heat to escape.
- 7 Whether ice was stored, transported by wagons, ships, or trains, it had to be insulated to prevent melting. Many kinds of insulation were tried, including hay, straw, and charcoal. In 1806, hay was used as insulation for ice loaded on a sailing ship bound from Boston to Martinique in the Caribbean Sea. Much of the ice melted on the long voyage. (At first, Frederic Tudor had trouble hiring sailors because they feared that the ice cargo would melt quickly, fill the ship with water, and cause it to sink! Then, because ice was such a novelty in Martinique, Tudor had trouble selling the remaining ice. It was 1820 before his long-distance ice business became profitable.) Eventually, people learned that dry sawdust—spread between and around blocks of ice—was the best insulation. (Wet sawdust could be dried, then reused.) At lumber mills, sawdust had been worthless waste. Thanks to the growing ice business, it became a valuable commodity.
- 8 Another challenge for pioneers and inventors of the ice business was making an insulated container for storing ice in homes, restaurants, saloons, and hotels. In 1803, a Maryland farmer and engineer named Thomas Moore described such a device in a pamphlet entitled *An Essay on the Most Eligible Construction of Ice-Houses: Also a Description of the Newly Invented Machine Called the Refrigerator*. That term—refrigerator—was used long before the invention of the electric-powered appliance we know today. Still, most people called this first kind of refrigerator an “icebox.” It was made of wood, with an inner lining of iron or porcelain and with an insulation material between the wood and the lining. Like an icehouse, an icebox needed to get rid of meltwater (via a tube leading to a pan beneath). Through the years, icebox designs improved, and they became better insulated. (Thomas Moore had tried insulation of rabbit fur. Fortunately for rabbits, their fur was a poor ice insulator.)

- 9 Iceboxes became common in homes, restaurants, and hotels. Thanks to the persistence of Frederic Tudor, Nathaniel Wyeth, and many others, the ice business grew and grew. In major U.S. cities, ice was no longer a luxury for the wealthy. It was affordable for nearly everyone.

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

8. Which statement describes the relationship among Frederic Tudor, Nathaniel Wyeth, and Thomas Moore?
- A. They worked as a team to develop the technology needed to store ice.
 - B. They were in competition to build the most profitable ice company.
 - C. Each contributed his own ideas that helped make ice preservation possible.
 - D. Each invented tools that are still used today for ice production and storage.
9. Which **best** shows the central ideas of the passage?
- A. Ice was impossible to store during the summer months; Frederic Tudor worked with his brother William to create an invention to keep ice.
 - B. Many people contributed ideas that made it possible to preserve ice; the invention of the icebox allowed many people to have access to ice year round.
 - C. Before the icebox was invented, people had many ideas about harvesting and sharing ice; it was important to keep ice cold in order to get it to tropical places.
 - D. Maryland farmer Thomas Moore wrote a pamphlet explaining how to keep ice cold; iceboxes were used to transport ice to the Caribbean Sea.

- 10.** How do Tudor’s actions influence the events in the section entitled “Ice for Everyone”?
- A.** Before Tudor came along, people had many wrong ideas about the best way to handle ice.
 - B.** Tudor’s idea for an ice business led to the necessary technological developments.
 - C.** Tudor worked even harder after realizing people were laughing at his idea to sell ice in the tropics.
 - D.** Many people contributed important ideas and inventions to its progress, but only Tudor got credit for building the ice industry.
- 11.** The following item has two parts. Answer Part A and then answer Part B.

Part A

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

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

Part B

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

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

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

Part A

What does the word irregular mean as it is used in paragraph 5?

- A.** smooth
- B.** natural
- C.** typical
- D.** uneven

Part B

Select the phrase that **best** helps the reader determine the meaning of the word irregular.

- A.** "common practice"
- B.** "from lakes, ponds, and rivers"
- C.** "odd shapes"
- D.** "melted rather quickly"

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

Part A

According to the passage, which other industry benefited **most** from the development of the ice industry?

- A.** construction, especially of icehouses
- B.** manufacturing, thanks to the new refrigerators
- C.** wood production, which produced sawdust
- D.** raising livestock, specifically horses to pull ice cutters

Part B

Which paragraph supports the correct answer in Part A?

- A.** paragraph 5
- B.** paragraph 6
- C.** paragraph 7
- D.** paragraph 8

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

Part A

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

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

Part B

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

- A. "stored"
- B. "transported by wagons, ships, or trains"
- C. "to prevent melting"
- D. "hay, straw, and charcoal"

There are **five** words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement on the answer document provided.

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

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

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

- 15.** Replace park, there with
- A.** park, there
 - B.** park there
 - C.** park. There
 - D.** park (there
- 16.** Replace December through April. with
- A.** from December through April.
 - B.** —from December through April.
 - C.** (from December through April).
 - D.** ; from December through April.

17. Replace we with
- A. we
 - B. they
 - C. I
 - D. it
18. Replace most elevated in height with
- A. tallest
 - B. most elevated in height
 - C. highest and tallest
 - D. tallest in height
19. Replace spring and with
- A. spring and
 - B. spring, and
 - C. spring—and
 - D. spring; and



This is the end of the test.

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Name: _____

Subpart 2 Sample Questions

1. A B C D
2. A B C D E (Select two)
3. **Part A:** A B C D
 Part B: A B C D
4. A B C D

Subpart 2 Practice Test Questions

1. A B C D
2. **Part A:** A B C D
 Part B: A B C D
3. A B C D E F (Select two)
4. A B C D
5. A B C D
6. **Part A:** A B C D
 Part B: A B C D E F (Select two)
7. **Part A:** A B C D
 Part B: A B C D E F (Select two)
8. A B C D
9. A B C D
10. A B C D
11. **Part A:** A B C D
 Part B: A B C D

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

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

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

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

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

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

15. (A) (B) (C) (D)

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

17. (A) (B) (C) (D)

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

19. (A) (B) (C) (D)

Subpart 2 Sample Questions

1. A B C D
2. A B C D E (Select two)
3. **Part A:** A B C D
 Part B: A B C D
4. A B C D

Subpart 2 Practice Test Questions

1. A B C D
2. **Part A:** A B C D
 Part B: A B C D
3. A B C D E F (Select two)
4. A B C D
5. A B C D
6. **Part A:** A B C D
 Part B: A B C D E F (Select two)
7. **Part A:** A B C D
 Part B: A B C D E F (Select two)
8. A B C D
9. A B C D
10. A B C D
11. **Part A:** A B C D
 Part B: A B C D

Answer Key

12. Part A: A B C D
Part B: A B C D
13. Part A: A B C D
Part B: A B C D
14. Part A: A B C D
Part B: A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D