

# Tennessee Comprehensive Assessment Program

# TCAP

## English Language Arts Grade 4 Test Practice





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## Metadata—English

### Passage

| Grade | Passage Title              | Lexile Level | Word Count |
|-------|----------------------------|--------------|------------|
| 4     | The Book of Everything     | 940L         | 454        |
| 4     | The Story of Books         | 900L         | 444        |
| 4     | from "Fabulous Frederic"   | 790L         | 841        |
| 4     | from Confident Cooking     | 970L         | 294        |
| 4     | Making Ice-Cream Memories  | 680L         | 495        |
| 4     | Clues to the Perfect Gift  | 590L         | 338        |
| 4     | from Sea Lions in the Navy | 610L         | 636        |
| 4     | Will I Be Class President? | 720L         | 203        |
| 4     | from The Mouse That Was    | 690L         | 338        |

### Metadata Definitions

|                      |  |
|----------------------|--|
| <b>Grade</b>         | Grade level or Course.                             |
| <b>Passage Title</b> | Title of the passage(s) associated with this item. |
| <b>Lexile Level</b>  | Readability level for passage.                     |
| <b>Word Count</b>    | Count of words in the passage.                     |

### Items

| Page Number | Grade | Item Type | Key                        | TN Standards   |
|-------------|-------|-----------|----------------------------|----------------|
| 5           | 4     | MC        | B                          | 4.RI.CS.4      |
| 6           | 4     | MC        | A                          | 4.RI.KID.3     |
| 7           | 4     | MC        | B                          | 4.RI.CS.4      |
| 8           | 4     | MC        | D                          | 4.RI.CS.5      |
| 9           | 4     | CR        | Scored with Writing Rubric | 4.W.TTP.3      |
| 13          | 4     | MC        | C                          | 4.RL.KID.1     |
| 14          | 4     | MC        | B                          | 4.FL.VA.7b.iii |
| 15          | 4     | MC        | C                          | 4.RL.KID.1     |
| 17          | 4     | MC        | A                          | 4.RI.CS.4      |
| 18          | 4     | Composite | C`A                        | 4.RI.KID.2     |
| 19          | 4     | MC        | C                          | 4.RI.KID.1     |
| 20          | 4     | MC        | D                          | 4.RI.CS.5      |
| 21          | 4     | MC        | A                          | 4.RI.KID.3     |
| 26          | 4     | MC        | D                          | 4.RL.KID.1     |
| 27          | 4     | MC        | C                          | 4.RL.KID.2     |

|    |   |           |     |             |
|----|---|-----------|-----|-------------|
| 28 | 4 | MS        | B,E | 4.RL.CS.6   |
| 29 | 4 | MC        | B   | 4.RL.KID.1  |
| 33 | 4 | MC        | C   | 4.RI.KID.3  |
| 34 | 4 | Composite | A`D | 4.RI.CS.4   |
| 35 | 4 | MC        | B   | 4.RI.KID.1  |
| 36 | 4 | MC        | B   | 4.RI.CS.5   |
| 37 | 4 | MC        | C   | 4.RI.IKI.7  |
| 39 | 4 | MC        | C   | 4.FL.WC.4a  |
| 40 | 4 | MC        | A   | 4.FL.VA.7c  |
| 41 | 4 | MC        | C   | 4.FL.SC.6e  |
| 42 | 4 | MC        | C   | 4.FL.SC.6c  |
| 43 | 4 | MC        | D   | 4.FL.PWR.3a |
| 46 | 4 | MC        | B   | 4.RL.CS.4   |
| 47 | 4 | MC        | C   | 4.RL.KID.3  |
| 48 | 4 | MC        | B   | 4.RL.KID.1  |
| 49 | 4 | MC        | A   | 4.RL.KID.3  |
| 50 | 4 | Composite | B`C | 4.RL.KID.2  |

## Metadata Definitions

|                     |   |
|---------------------|---|
| <b>Grade</b>        | Grade level or Course.  |
| <b>Item Type</b>    | Indicates the type of item. MC= Multiple Choice, MS = Multiple Select, Composite = MC for Part A, MC or MS for Part B |
| <b>Key</b>          | Correct answer. This may be blank for constructed response items where students write or type their responses.        |
| <b>TN Standards</b> | Primary educational standard assessed.  |

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

## Passage 1

### The Book of Everything

by Mary Batten

1 Have you ever wondered how to make a wheel, or how many arms a squid has? Just type your question into a computer, and instantly you have floods of information! But finding things out wasn't always so easy.

#### A Curious Time

2 Back in the 1700s, there were no computers, or cars, or even electric lights. A few people had books, but for most, the world outside their villages was a mystery.

3 Yet all over Europe and America, people were crazy for knowledge. More and more were learning to read. Science was challenging old ways of thinking and offering new explanations of the world. This age came to be called "the Enlightenment" for its great love of learning.

4 With all these curious people, books of facts and information sold well. One Paris bookseller, André Le Breton, thought he could make some money by translating an English *Dictionary of the Arts and Sciences* into French. He hired a couple of out-of-work scholars, Jean d'Alembert and Denis Diderot, to do the work.

5 They dreamed of a book that would "assemble all the knowledge scattered on the surface of the earth" for the improvement of all humankind. They would make — an *Encyclopedia*!

#### All the Knowledge in the World

6 An encyclopedia gives short explanations of many different topics — jam, moons, Chinese history. It's a storehouse of information, always ready to answer your questions.

7 Diderot wanted his book to include not just big topics like kings and stars, but also everyday knowledge like how to make underwear or print books. He thought everyone should be able to find out how the world works and master new skills. He also believed that ordinary craftspeople knew things that were important enough to put in a book. That was a bit revolutionary!

8 Diderot also wanted to fill his book with pictures to show what different animals looked like and how machines worked. He hired artists to visit zoos and workshops and to talk to workers, so the pictures would be correct.

9 As they started to collect entries, Diderot and d’Alembert thought about how to organize their book. They decided to arrange it simply in alphabetical order. That way, no one subject was made more important by being put first or second.

### **The Long Book**

10 What was supposed to be a three-year project ended up taking 25 years. By the time it was finished in 1772, the Encyclopedia had grown to 28 volumes, with 70,818 articles and 11 volumes of pictures. Inside, readers could find information on subjects from absent to Zzuene. It became a bestseller and was translated into many other languages. Thomas Jefferson, later president of the United States, bought a copy. The Encyclopedia became the model for many more new encyclopedias.

Excerpt from “The Book of Everything” by Mary Batten, from *ASK Magazine*, Jan 1, 2017.  
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## Passage 2

### The Story of Books

by Amy Tao

11 Before there were books, people learned stories by heart and taught new ones to each other. Sometimes it was hard to remember them all.

12 Things grew a little easier when writing was invented.

13 The first writers made marks by pressing sticks into slabs of soft clay. When baked, the clay became hard and strong.

14 At first, the new marks were just used to make lists. But soon people were writing down laws, and then stories. Imagine if each page of one of your books were a clay block instead of a piece of paper.

15 The ancient Egyptians wrote their stories on flat sheets made from papyrus plants. They glued many papyrus sheets together to make one long strip. Then they rolled the strip around a stick to make a scroll that could be tied shut with papyrus string.

16 People in other places learned to use papyrus from the Egyptians, but papyrus plants grew mainly in Egypt. So in colder places people used parchment instead, made from calfskin or goatskin stretched thin.

17 In Central and South America, long before the Europeans came, the Mayas and Aztecs had huge libraries filled with brightly colored books made from deerskin or papery bark.

18 In ancient China, books looked a little different. People there first carved words into bone or tortoise shell. Later they used ink to write on strips of bamboo or silk.

19 Then the Chinese invented paper. Made from a watery mush of tree bark and old rags, paper was cheap and easy to make. Its surface was smoother and better for writing on than papyrus or parchment.

20 Every single book had to be copied out by hand. If there were pictures, each page had to be painted by hand, one at a time. This made books rare and expensive though also very beautiful.

21 The Chinese were the first to think of a way to speed things up a little. They carved a page of words and pictures into a block of wood or stone. Then they

printed the entire page at once by spreading ink on the block and pressing it against paper. This let them make many copies of a book much more quickly.

22 Then a German named Johannes Gutenberg invented movable, metal letters. A person could set metal letters in a tray to spell out any words she wanted. The tray of letters could be used to print copy after copy, and then the letters could be rearranged again and again to print different pages of words. What a time saver!

23 Once, books were a luxury only the rich could buy. But with the printing press, they soon became a treasure everyone could enjoy.

Excerpt from "The Story of Books" by Amy Tao from ASK Magazine. Jan 1, 2017. Copyright © Cricket Media Group, LLC, 2017. Used by permission of the publisher via Copyright Clearance Center.

- 00.** In paragraph 4 of passage 1, what is the meaning of the word translating?
- A.** replacing old words with more modern ones
  - B.** changing words from one language into another
  - C.** telling other people about something
  - D.** creating something out of nothing

- 00.** According to passage 1, why did Denis Diderot include ordinary craftspeople while making the encyclopedia?
- A.** He thought that the knowledge of regular workers was important.
  - B.** He thought that the book should have pictures of how things work.
  - C.** He thought that the book should feature work from around the world.
  - D.** He thought that the book needed skilled workers to print it.

- 00.** In paragraph 11 of passage 2, what is the meaning of the phrase by heart?
- A.** with care
  - B.** from memory
  - C.** with skill
  - D.** from pictures

- 00.** Which text structure does the author of passage 2 use in the passage?
- A.** The author compares ancient ways of writing words with modern ways.
  - B.** The author explains the causes and effects of learning how to write words.
  - C.** The author states several solutions to the problem of how to create written words.
  - D.** The author explains the important events in the history of the written word in time order.

## 00. Writing Prompt

You have just read two passages about the development of books. Imagine that you are a traveler going across the world, comparing how books are different in different cultures. One of your stops is in France, where you learn about the making of an encyclopedia. Write a fictional story about what you learn from Denis Diderot about books. Use textual evidence from **both** passages in your story.

Manage your time carefully so that you can

- plan your essay and do some prewriting using your scratch paper.
- write your response to the writing prompt in the space provided.

Read the passage and answer the questions that follow.

## Excerpt from “Fabulous Frederic”

by Peggy Thorne

*Frederic is a famous kid magician in his neighborhood. During a backyard show, he performs his best card trick, the Color Switch.*

- 1        When I announced the trick, I saw Uncle Herbert straighten up and fix his eyes on my hands. He used to be a professional magician, so he knew exactly where to look.
- 2        There was only one problem: the Color Switch didn't work. You see, this trick depends on sleight of hand. I have two decks of cards that I have to switch — without the audience seeing. I'd practiced the trick a lot, of course, but I couldn't do it as well as my other tricks. In fact, I only got it right about three-quarters of the time. (The first rule of being a magician is never to perform a trick that's not perfectly prepared, but I really wanted to impress my uncle.)
- 3        Anyway, the worst thing that could possibly happen did happen: the hidden deck fell out of my sleeve when I was making the switch. So there they were, fifty-two cards the audience wasn't supposed to see, spilled all over the stage.
- 4        Everybody laughed.
- 5        I tried to put on a good face, which is what you have to do when something goes wrong. I made a joke and smiled confidently when I took my bows. Then I called Theodore out for a bow. He's a really good sport, which is why he agreed to be my assistant for the mind-reading trick. Incredible as it might seem, he'd rather draw pictures than do magic. Theodore is my identical twin, but my dad always says you couldn't find two people more different anywhere.
- 6        After the show, Theodore and Uncle Herbert helped me clean up. Uncle Herbert told me I'd done a terrific job, which I knew was basically true, and then asked me to do the sleight of hand for the card trick I'd goofed up.
- 7        I did it for him, and it worked pretty well, but Uncle Herbert just shook his head. “Not smooth enough,” he said. “You're good with your hands, Fred, but you're only ten years old. They're just not big enough for palming cards. If you keep practicing, though, you'll be able to do that trick expertly — in another four years or so.”
- 8        Four years. That was a discouraging thought.

9 I looked at Uncle Herbert’s hands. They’re big and long-fingered. As the Fabulous Franzetti, sleight of hand tricks had been his specialty. I can remember seeing him brush his hand across a table and make an entire deck of cards disappear — just like magic. That was years ago, before his arthritis got bad enough that he’d had to retire.

10 The Fabulous Franzetti was looking at me kindly. “Maybe you should play to your strengths,” he said.

11 “My strengths?”

12 “You have something very special — something almost no other magician has.” Then he nodded his head at my brother, Theodore.

13 I looked at Theodore and knew exactly what Uncle Herbert was thinking. “It wouldn’t work,” I said. “Everybody in the neighborhood knows us.”

14 “Your show is terrific — good enough to take on the road. In fact, I have an excellent idea where you could start.” . . .

15 So that’s how Fabulous Frederic’s Magnificent Magic Show wound up at the Glenville Retirement Home. It had a big auditorium with a real stage. About a hundred people showed up.

16 I did the same show I’d done in my backyard, with two differences. First, instead of reading my brother’s mind, I read my sister Amanda’s. She wore her silver gymnastics outfit, and the crowd loved her.

17 Second, I replaced the Color Switch with Instant Teleportation. My new trick worked like this: I wheeled a coatrack with a black velvet curtain out to the center of the stage. I pulled the curtain aside to show the audience there was nothing behind it. Then I stepped past it with a showy twirl of my cape and snapped the curtain shut behind me.

18 My father was waiting at the back of the auditorium. As soon as I snapped the curtain shut, he rang a bell and set off a camera flash. The noise and the light made everybody turn to the back of the auditorium. Then Theodore stepped into the aisle. He was dressed exactly like me, and of course everybody thought he was me.

19 He bowed to the crowd, then walked down to the stage. Everyone stared at him, while I stepped back from the coatrack and disappeared backstage. When Theodore reached the stage, he grandly pulled the curtain aside to show that no one was there.

20 The crowd went wild. From their point of view, it looked like I had stepped behind the curtain and then instantly appeared at the back of the auditorium.

21 I was backstage, of course, while Theodore and Amanda were getting all the applause, but that didn't matter. The Fabulous Franzetti patted me on the back and told me he was glad I was using his wand. That was enough for me.



Excerpt from "Fabulous Frederic" by Peggy Thorne from *Spider Magazine*, Cricket Media 3/31/14. Copyright © 2014. Used by permission of the publisher via Copyright Clearance Center.

- 00.** Which sentence from the passage **best** shows that it takes patience to reach a goal?
- A.** "I have two decks of cards that I have to switch — without the audience seeing." (paragraph 2)
  - B.** "After the show, Theodore and Uncle Herbert helped me clean up." (paragraph 6)
  - C.** "'If you keep practicing, though, you'll be able to do that trick expertly — in another four years or so.'" (paragraph 7)
  - D.** "The Fabulous Franzetti was looking at me kindly." (paragraph 10)

**00.** Which words from the passage have **nearly the same** meaning?

**A.** announced, replaced

**B.** audience, crowd

**C.** stage, aisle

**D.** stared, appeared

- 00.** Which detail from the passage **best** shows that Frederic believes in himself?
- A.** “When I announced the trick, I saw Uncle Herbert straighten up . . .” (paragraph 1)
  - B.** “So there they were, fifty-two cards the audience wasn’t supposed to see . . .” (paragraph 3)
  - C.** “Uncle Herbert told me I’d done a terrific job, which I knew was basically true . . .” (paragraph 6)
  - D.** “As soon as I snapped the curtain shut, he rang a bell . . .” (paragraph 18)

Read the passage and answer the questions that follow.

## Excerpt from *Confident Cooking*

by Rebecca Vickers

### Building a Meal

- 1 Good ingredients are the building blocks of a tasty meal. Choosing your ingredients and the flavors that combine best with each other is a skill that you will perfect with experience. Each dish in a successful meal should support and complement the others.

### Fresh is Fabulous . . .

- 2 Using really fresh ingredients gives your food an extra helping of taste and nutritional benefits. The colors of the different fruits and vegetables hint at the different minerals and vitamins they contain. Nutritionists now believe we should all eat a “rainbow diet” of different-colored fruits and vegetables to get the correct nutritional balance. The way fruits and vegetables are prepared can also affect their nutritional benefits. To get the most health benefits, remember these hints:

- When appropriate, give your fruits and vegetables a good scrub rather than peeling them.
- Avoid overcooking. Prolonged boiling can break down nutritional elements and also destroy taste.
- Whenever possible, steam or microwave fruits and vegetables.
- Time your cooking so you can serve your food promptly after it is cooked.
- Important nutrients are lost if food has to sit around waiting to be eaten.

### . . . But Canned Is Convenient

- 3 In cooking, like other aspects of life, there is a perfect way to do something if we could choose. However, in real life, perfection is often not the most practical choice. Sometimes the preparation of a meal has to be squeezed in between homework and soccer practice. But just because a food is convenient does not mean it has to lack taste or nutrition. For example, canned tomatoes and frozen vegetables are convenient, tasty, and good for you. Similarly, a can of tuna packed in fresh water is convenient and full of protein and healthy fish oils.

Excerpt from *Confident Cooking* by Rebecca Vickers. 2010, Oxford: Heinemann-Library.

**00. Read this sentence from the list in paragraph 2.**

**Time your cooking so you can serve your food promptly after it is cooked.**

What is the meaning of the word promptly as it is used in the sentence?

- A.** soon
- B.** safely
- C.** naturally
- D.** best

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

**Part A**

What is the main idea of the passage?

- A.** Canned tomatoes are easier and just as healthy as fresh varieties.
- B.** Foods that are overcooked lose many of their vitamins and have little flavor.
- C.** Meals prepared with fresh fruits and vegetables are healthy and delicious.
- D.** Fresh fruits and vegetables must be carefully cleaned before cooking.

**Part B**

Which sentence from the passage supports the correct answer in Part A?

- A.** "Using really fresh ingredients gives your food an extra helping of taste and nutritional benefits." (paragraph 2)
- B.** "When appropriate, give your fruits and vegetables a good scrub rather than peeling them." (paragraph 2)
- C.** "Important nutrients are lost if food has to sit around waiting to be eaten." (paragraph 2)
- D.** "For example, canned tomatoes and frozen vegetables are convenient, tasty, and good for you." (paragraph 3)

- 00.** The author states that the way food is prepared can affect how healthy it is. Which detail from the passage supports this idea?
- A.** The colors of foods can show what vitamins they contain.
  - B.** Experts suggest eating a “rainbow diet” of fruits and vegetables.
  - C.** Overcooking food can break down many important elements.
  - D.** Foods such as tuna and tomatoes can be both healthy and convenient.

- 00.** Which sentence **best** describes the structure of the bulleted list?
- A.** It states the steps for preparing fresh foods in order.
  - B.** It summarizes the most important ideas in the passage.
  - C.** It compares different ways that people can prepare fresh foods.
  - D.** It gives suggestions for getting the best benefits from fresh foods.

- 00.** Which statement describes a relationship between fruits and vegetables and their benefits?
- A.** Nutritional balance is achieved by eating a variety of fruits and vegetables.
  - B.** Fruits and vegetables that are cooked for a long time have greater nutritional value.
  - C.** Canned fruits and vegetables are a better choice than those that are fresh.
  - D.** Peeling fruits and vegetables before eating them increases their nutritional value.

Read the passages and answer the questions that follow.

## Passage 1

### Making Ice-Cream Memories

by Lissa Rovetch

- 1 One day, when I arrived at my friend Ollie’s house, I found him tossing one pebble at a time into a plastic flowerpot. He didn’t bother to look at me when I walked up.
- 2 “What’s going on?” I said. . . .
- 3 Ollie sighed. “You know how my grandmother is pretty much like a mom to me?”
- 4 I nodded. “Abuela’s the best!”
- 5 “Well, this year I want to do something great for her for Mother’s Day,” he said.
- 6 “Why do you look so serious about something so fun?” I asked.
- 7 “Because I can’t think of anything good enough,” he said.
- 8 I smiled. “We’ll have to go on a sneaky fact-finding mission to figure out what she’d like.”
- 9 Right then, Abuela walked outside with a tray of food. “Hello, neighbor!” she said to me. “Won’t you join us for lunch? We’re having PBBH sandwiches.”
- 10 “Thanks! I’d love to,” I replied as we all sat down on the steps. “I know PBJs are peanut butter and jelly, but I’ve never heard of a PBBH before.”
- 11 “It stands for peanut butter, banana, and honey,” she said. “My new specialty.”
- 12 “This is delicious!” I said after taking a bite. “Hey, speaking of delicious, what’s the most delicious food you’ve ever eaten, Abuela?” I winked at Ollie.
- 13 “Hmm, that’s a tricky one.” She thought for a minute. “Well, nothing beats the wonderful soup Mr. Chan makes at his Happy Garden Restaurant. Except for maybe the soup my grandmother made when I was a girl. And speaking of my grandmother — on certain occasions, she made her special strawberry ice cream. Yep, that homemade ice cream had to be the best thing I’ve ever tasted!”

- 14 Ollie winked at me, smiling for the first time since I arrived. . . .
- 15 . . . We had just started our fact-finding mission and had already found a Mother’s Day surprise we knew Abuela would love!
- 16 Over the next few days, Ollie and I asked everyone we knew if they happened to have an old-fashioned ice-cream churn hanging around — but no luck.
- 17 So my dad helped us search for some recipes online, and we found a fun one that didn’t require any fancy equipment, just a couple of empty coffee cans in different sizes.
- 18 My little brother and sister helped us make Mother’s Day Ice-Cream Party invitations. . . .
- 19 Mother’s Day finally arrived, and we were beyond excited to make the ice cream. Sitting outside, we all took turns rolling the can. . . .
- 20 . . . we kept rolling the can while we told stories. We had to roll the can for half an hour, but it was so much fun!
- 21 When the ice cream was finally ready, Abuela and my mom were the first to try it.
- 22 “Mmm! Homemade ice cream is even better than I remember!” Abuela smiled from ear to ear.
- 23 “I think this is my new favorite Mother’s Day tradition!” my mom said, licking her lips.

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## Passage 2

### Clues to the Perfect Gift

by Lissa Rovetch

- 24 Every Father’s Day goes the exact same way in my house. My sister, brother, mom, and I bring my dad breakfast in bed. He always does a good job of acting surprised, even though I doubt he’s surprised at all! So this year . . . I wanted to give him something special. Only I had zero idea what that could be.
- 25 When I was hanging out at the pool after swim class, I asked my friends for ideas.
- 26 “We always get my dad a new baseball cap,” said Lana.
- 27 “That’d be perfect,” I said. “But my dad refuses to wear anything other than his ratty old ‘lucky’ hat.”
- 28 “When I was little, I used to check out this one book from the library over and over again,” said Isabel. . . . “A girl is trying to find the perfect present for her mom, and a giant rabbit comes along and tells her to think about what her mom really likes. . . .”
- 29 “OK, I understand,” I said. “You’re saying I should think about my dad’s favorite things.”
- 30 I didn’t happen to know any giant rabbits. But I *did* know two cats who have a history of giving good advice.
- 31 “You guys spend a lot of time with Dad,” I said to my cats when I got home.
- 32 “What do you think he likes most?”
- 33 In reply, my younger kitty, Charlie, hopped onto the table by the big chair in our living room. He landed on a pile of my dad’s mystery novels.
- 34 “That’s it!” I said. “Dad loves to read. Especially mystery novels. But what if I get one he’s already read? I can’t ask which one he’d like because then it wouldn’t be a surprise.”
- 35 Just then, my older cat, Cow, started batting something around. It was a marker from my marker set.
- 36 “*That’s* where the green marker went!” I said.

37        And suddenly, I knew just what to do. I gave Cow an extra-long ear scratch in exchange for my marker, and then I got to work writing my very own mystery.

*Clues to the Perfect Gift* by Lissa Rovetch. Copyright © 2018. Used with permission of the publisher via Copyright Clearance Center.

- 00.** Which clue finally helps Ollie know what to give Abuela in Passage 1?
- A.** Abuela says that peanut butter, banana, and honey sandwiches are her new specialty.
  - B.** Abuela says that she likes the wonderful soup from Happy Garden Restaurant.
  - C.** Abuela says that she likes her grandmother’s soup even better than Mr. Chan’s.
  - D.** Abuela says her grandmother’s strawberry ice cream is the best thing she’s ever tasted.

**00.** What is a theme of Passage 2?

- A.** If you are kind to your pets, they will be kind to you.
- B.** In order for a gift to be a surprise to someone, ask that person what he or she likes.
- C.** When you are giving gifts, the thought is what counts.
- D.** When you don't know what to do, trust your friends for the answers.

- 00.** In which **two** ways are the narrators' points of view **alike** in the passages?
- A.** Both narrators know what the other characters are thinking.
  - B.** Both narrators describe events based on their own experiences.
  - C.** Both narrators try to help out their friends.
  - D.** Both narrators describe the feelings of a person who has a problem.
  - E.** Both narrators make an important discovery.

**00.** How are the two passages **alike**?

- A.** Both passages explain why the main characters need to ask their friends for help.
- B.** Both passages describe how the main characters figure out what special gift to give.
- C.** Both passages show how the main characters want to give something different than they have in the past.
- D.** Both passages describe a problem the main characters face and tell how it should be solved.

Read the passage and answer the questions that follow.

## Excerpt from *Sea Lions in the Navy*

by Meish Goldish

### Bomb in the Water

- 1 Gremlin slid off his raft and dove deep into the water. Moving quickly, the expert swimmer soon spotted what he was looking for — a sea mine that had been placed on the ocean floor. Without wasting a second, he quickly attached a clamp to the mine. Workers on the raft held one end of a rope that had been tied to the clamp. They were now able to safely pull the bomb out of the water.
- 2 It had taken Gremlin just a few minutes to do his job. Amazingly, Gremlin isn't even human — he's a sea lion! He was trained by the U.S. Navy to protect American sailors and ships from danger. The mine that Gremlin found wasn't real. It was actually part of a Navy exercise to test his skills.

### Why Sea Lions?

- 3 Gremlin is one of about 30 California sea lions that work for the U.S. Navy. They are trained, along with bottlenose dolphins, to patrol sea and coastal waters. The animals are part of the Navy Marine Mammal Program, based in San Diego, California.
- 4 Why does the Navy sometimes use sea lions instead of people to help guard the water? One of the main reasons is the animals' speed. Sea lions swim much faster than humans do. In addition, their long, narrow bodies let them weave easily through tight spaces. Sea lions also see five times better than humans in the deep, dark ocean. They hear better, too. They can easily pick up the sound of something moving far away in the water.

### Partners with People

- 5 Sea lions are more skillful in the water than humans are. However, they still work together with people on the job. For example, to search an area for mines, a sea lion starts out riding a Navy boat with two or three human handlers. Sometimes the handlers put a harness and leash on the animal to track it after it disappears into the water.
- 6 Once the sea lion has located a mine, it attaches a clamp. The sea lion tugs on it to make sure the connection is good. Then the animal returns to the boat. The handlers are now able to reel in the mine. A human-and-animal team works well together. It might take weeks for a team made up of only human divers to locate

a mine. However, sea lions working with people can find a mine in a matter of minutes.

### **On the Job**

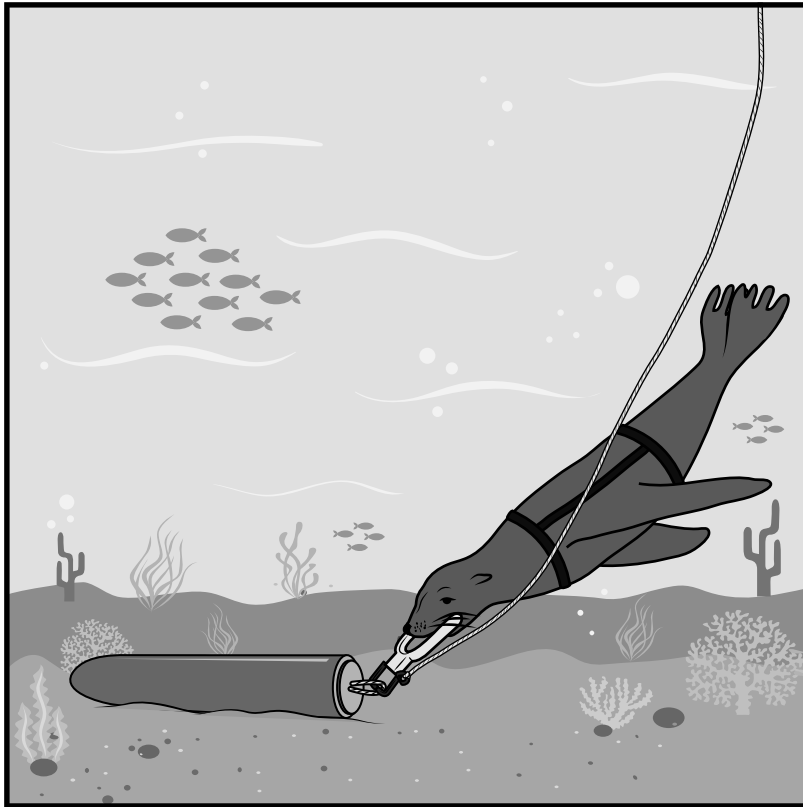
- 7 California sea lions do more than just locate mines. They are also trained to find other things underwater, such as Navy equipment that has been dropped into the ocean by a plane. The sea lions can also recover lost items such as drones — planes without pilots — that have crashed and sunk into the sea.

### **Meet a Trainer**

- 8 California sea lions can perform many jobs in the water. However, it takes a good trainer to teach them what to do. Craig Swepston has worked with the Navy Marine Mammal Program for more than 20 years. He thinks of the sea lions he trains as “underwater guard dogs.”
- 9 Craig works in the waters off San Diego. His 33-foot-long (10-m-long) boat can hold up to four sea lions. It also carries training equipment for the animals, including hooks, ropes, harnesses, and fake sea mines. When a sea lion performs a task correctly, Craig rewards the animal with a handful of small fish.

### **Branching Out**

- 10 The Navy Marine Mammal Program began in 1960, long before Craig Swepston signed on as a trainer. At first, the Navy trained only dolphins. However, it soon began to work with sea lions as well. Dolphins served between 1970 and 1971 during the Vietnam War. The success of these intelligent sea mammals led the Navy to increase their work with sea lions.



Excerpt from *Sea Lions in the Navy* by Meish Goldish from Bearport Publishing Company, 2012. Copyright © 2012. Used by permission from the publisher via Copyright Clearance Center.

- 00.** Which statement **best** describes the relationship between the sea lions and the humans who work in the Navy?
- A.** Sea lions do tasks that require good vision while humans do tasks that require strength.
  - B.** Sea lions do simple tasks in the water while humans do more difficult tasks from boats.
  - C.** Sea lions help humans find lost objects faster than humans could on their own.
  - D.** Sea lions and humans swim together to find many kinds of items underwater.

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

**Part A**

What is the meaning of the word exercise as it is used in paragraph 2?

- A.** an activity that is done for practice
- B.** an activity to study animal behavior
- C.** an activity that is done for physical health
- D.** an activity to celebrate an occasion

**Part B**

Which detail from the passage helps the reader understand the meaning of exercise?

- A.** "Gremlin slid off his raft and dove deep into the water." (paragraph 1)
- B.** "It had taken Gremlin just a few minutes to do his job." (paragraph 2)
- C.** "Amazingly, Gremlin isn't even human—he's a sea lion!" (paragraph 2)
- D.** "The mine that Gremlin found wasn't real." (paragraph 2)

- 00.** Which evidence **best** supports the point that “sea lions are more skillful in the water than humans are”?
- A.** “Amazingly, Gremlin isn’t even human—he’s a sea lion!” (paragraph 2)
  - B.** “Sea lions swim much faster than humans do.” (paragraph 4)
  - C.** “However, they still work together with people on the job.” (paragraph 5)
  - D.** “California sea lions can perform many jobs in the water.” (paragraph 8)

- 00.** Which statement **best** describes the overall structure of the passage?
- A.** The passage lists the steps that sea lions follow in their training for the U.S. Navy.
  - B.** The passage describes the ways that sea lions are useful to the U.S. Navy.
  - C.** The passage explains how the use of sea lions affects sailors in the U.S. Navy.
  - D.** The passage compares sea lions to other animals that also work in the U.S. Navy.

**00.** Which idea does the picture **most** help the reader to understand?

- A.** how sea lions avoid harmful situations
- B.** how sea lions communicate with trainers
- C.** how sea lions are able to use certain tools
- D.** how sea lions move through small spaces

**There are five underlined parts in the passage. Some underlined parts 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.” For other underlined parts, you may only need to answer a question about the underlined word or phrase.**

Early in the year, I decided to enter a school election. The student council has an important duty. Students elected to this group are members of a special committee. The committee helps make decisions about the school, and I really wanted to be involved. I had seen things around school that I dislike. The cafeteria food looked worrisome. Time spent on the playground was too short. If elected, I could work to change these happenings.

To win the election. I knew I needed some help. My family and friends made posters, T-shirts, and pins. They even created a question and answer session so I can respond directly to my schoolmates’ questions and concerns.

Before the election, the school had a debate. There wasn’t an empty seat in the auditorium. Everyone came to support the students running in the election. They also heard the issues that matter most to each candidate. Now we are waiting to hear who won. Even if I am not elected, I am glad I ran. The experience was well worth the effort. Maybe I will run for an even bigger role in the future, like president of the United States. This election was great practice for leading a country!

**00.** Which change, if any, should be made to the underlined text?

**council**

- A.** counsill
- B.** counsle
- C.** council
- D.** No change

00. The writer would like to choose a different word instead of happenings to be clearer. Which word is the **best** choice?

**happenings**

- A. problems
- B. riddles
- C. puzzles
- D. sufferings

00. Which change, if any, should be made to the underlined text?

**To win the election. I knew I needed some help.**

- A. To win the election I knew I needed, some help.
- B. To win, the election I knew, I needed some help.
- C. To win the election, I knew I needed some help.
- D. No change

**00.** Which change, if any, should be made to the underlined text?

**can**

- A.** can have
- B.** could have
- C.** could
- D.** No change

**00.** What is the correct way to divide the word auditorium into syllables?

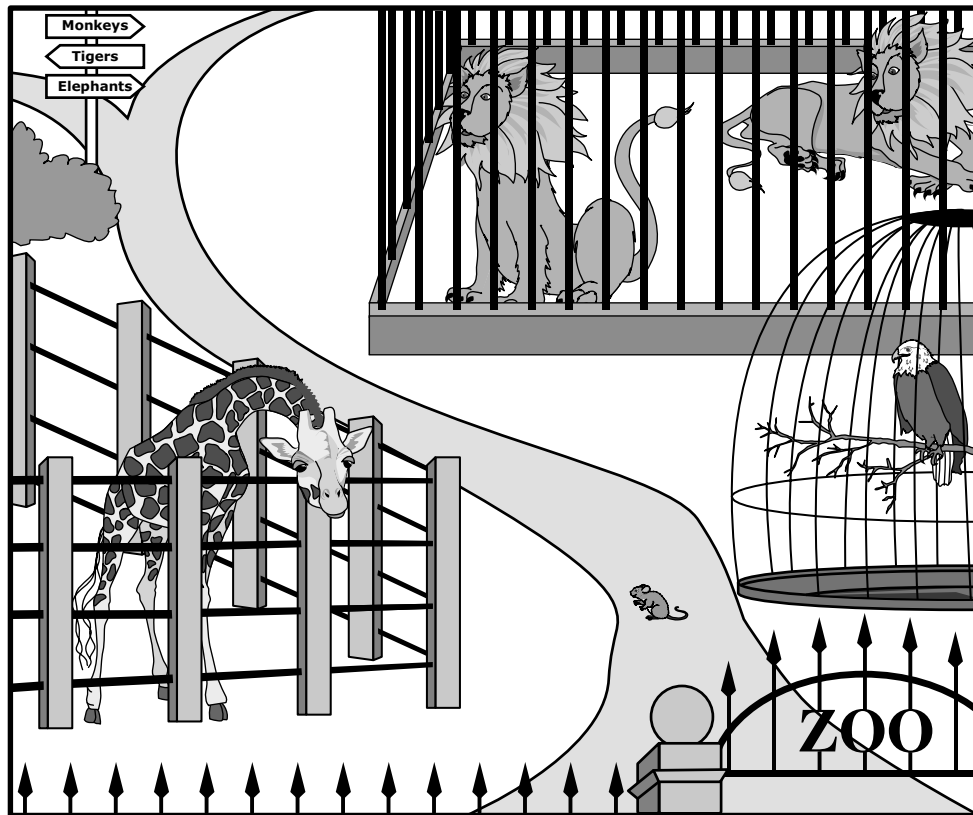
**auditorium**

- A.** aud / i / tor / i / um
- B.** aud / it / or / ium
- C.** au / dit / or / i / um
- D.** au / di / to / ri / um

Read the passage and answer the questions that follow.

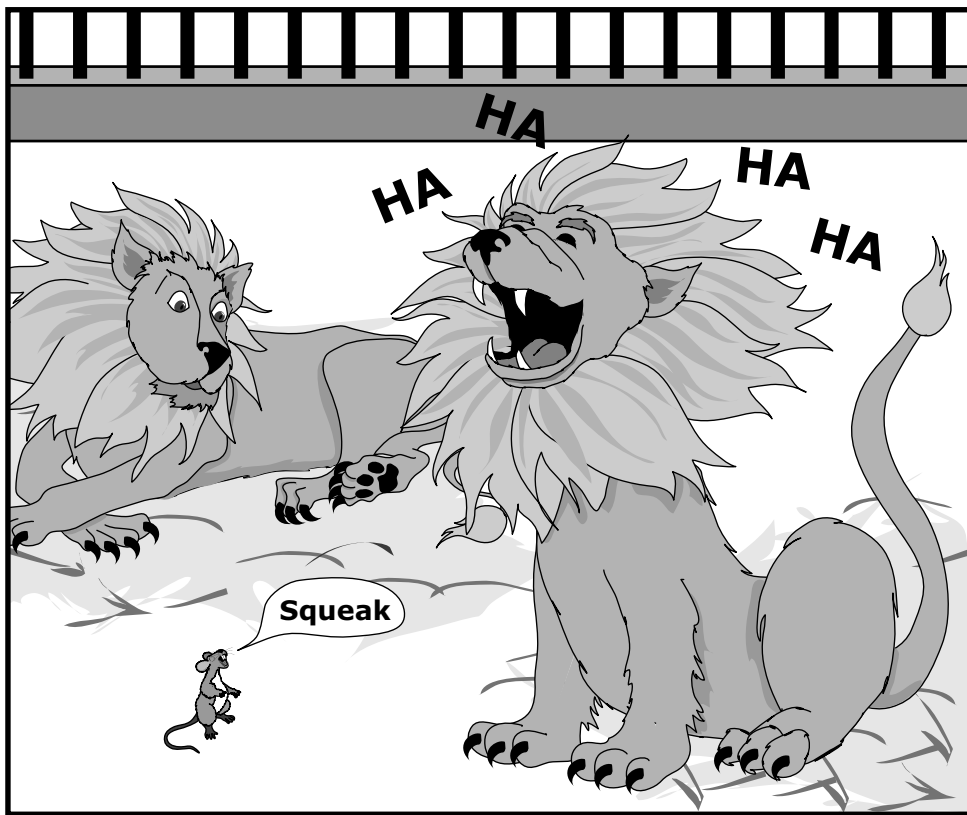
## Excerpt from *The Mouse That Was*

by Paul Choy



- 1 So one day the little mouse decided to leave his little hole and discover the world. He packed a little bag full of all his important mousey things, and off he went as fast as his very little legs could carry him.
- 2 After many days of travelling he came across a zoo. It wasn't actually very far from his little wood, but this mouse only had very little legs so everywhere seemed like quite a long way.
- 3 The little mouse had never seen anything like the zoo before. It was so different from his little hole. It was full of the most amazing, wonderful and ENORMOUS creatures he had ever seen.
- 4 The little mouse saw a great big lion pacing up and down, showing off his great big sharp teeth. He saw a gigantic giraffe stretching out her gigantic neck to eat the leaves from the top of a gigantic tree. And he saw a ginormous eagle stretching out his ginormous wings.

- 5 It was obvious to the little mouse that this is where all the BIG creatures lived. And this little mouse knew, deep in his tiny mouse heart, that it was his destiny to be BIG. So he decided, right there and then, that this was where he was going to live.
- 6 The only trouble was that, because the little mouse had no idea who or what he was, he didn't know which of the animals he should live with.
- 7 "Maybe I am a lion," thought the little mouse. So he ran over to where all the lions lived, in a great big cage surrounded by great big bars to stop the lions escaping.
- 8 Being so small, the little mouse scampered straight through the bars to meet the great big lions inside. Taking a great big breath (which isn't actually very big if you're a little mouse), he let out the biggest ROAR he could. But because he was such a little mouse, all that came out was a tiny squeak. All the lions fell about laughing.



Excerpt from *THE MOUSE THAT WAS: A Story Of A Mouse*, by Paul Choy. Kindle Edition, Published Feb 2015, AS Independent Publisher.

- 00.** What does the word destiny mean as it is used in paragraph 5?
- A.** something that requires effort
  - B.** something that is meant to happen
  - C.** something that leads to success
  - D.** something that brings good luck

**00.** What does paragraph 1 suggest about the mouse?

- A.** He is sad and lonely.
- B.** He dislikes his home.
- C.** He wants an adventure.
- D.** He wants different friends.

- 00.** What does the passage suggest about the mouse's feelings about size?
- A.** Size can be changed with the help of others.
  - B.** Size is less important than being sure of oneself.
  - C.** Size should not matter to anyone.
  - D.** Size is only important to big animals.

**00.** What do the events in paragraph 7 show about the mouse?

- A.** He is brave.
- B.** He is kind.
- C.** He is respectful.
- D.** He is thoughtful.

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

**Part A**

What is a theme of the passage?

- A.** Times of change can also be times of sorrow.
- B.** Discovering who you are can sometimes be challenging.
- C.** Making friends with those who are different can be rewarding.
- D.** New experiences can make your life better.

**Part B**

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

- A.** "The little mouse had never seen anything like the zoo before." (paragraph 3)
- B.** ". . . he decided, right there and then, that this was where he was going to live." (paragraph 5)
- C.** ". . . because the little mouse had no idea who or what he was, he didn't know which of the animals he should live with." (paragraph 6)
- D.** "Being so small, the little mouse scampered straight through the bars to meet the great big lions inside." (paragraph 8)



Tennessee Comprehensive  
Assessment Program TCAP  
English Language Arts  
Grade 4 Test Practice  
Spring 2025

