

# Tennessee Comprehensive Assessment Program

# TCAP

## English Language Arts Grade 8 Test Practice





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## Metadata—English

### Passage

Grade	Passage Title	Lexile Level	Word Count
8	from "The White Seal"	1090L	532
8	from White Fang	930L	528
8	from Blink: The Power of Thinking Without Thinking	1060L	1007
8	from Desert Gold	890L	983
8	from "Blue Skies Smiling at Me: Why the Sky Is Blue"	1030L	990
8	from The Enchanted Barn	1080L	552
8	from The Farm She Was: A Novel	1130L	456
8	Flour Sack Dresses	1010L	249
8	from The Spell of the Rockies: "Dr. Woodpecker, Tree Surgeon"	1120L	934

### 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	8	MC	D	8.RL.CS.4
6	8	MC	B	8.RL.KID.3
7	8	CR	Scored with Writing Rubric	8.W.TTP.2
11	8	MC	C	8.L.VAU.4
12	8	MC	A	8.RI.KID.1
13	8	Composite	B`C	8.RI.KID.2
17	8	MC	B	8.L.VAU.4
18	8	MC	B	8.RL.CS.6
19	8	MS	C,E	8.RL.KID.1
20	8	MC	D	8.RL.KID.2
21	8	MC	A	8.RL.KID.3
22	8	Composite	D`C,E	8.RL.KID.2
26	8	MC	B	8.L.VAU.4
27	8	MC	A	8.RI.KID.3

28	8	MS	A,E	8.RI.KID.2
29	8	MC	C	8.RI.KID.3
34	8	MC	B	8.RL.KID.3
35	8	Composite	C`D,E	8.L.VAU.4a
36	8	MS	A,D	8.RL.KID.3
37	8	MC	B	8.RL.KID.2
38	8	MS	B,D	8.RL.KID.1
39	8	Composite	A`C	8.RL.KID.2
40	8	MC	D	8.RL.KID.3
42	8	MC	A	8.L.CSE.1
43	8	MC	D	8.L.CSE.1
44	8	MC	A	8.L.CSE.2
45	8	MC	B	8.L.CSE.2
46	8	MC	C	8.L.CSE.1
49	8	MC	A	8.RI.CS.4
50	8	Composite	B`D,E	8.RI.CS.6
51	8	MC	B	8.RI.KID.1
52	8	Composite	B`D	8.RI.KID.3
53	8	MS	A,D	8.RI.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 respond to the writing prompt.**

## **Passage 1**

### **Excerpt from “The White Seal”**

by Rudyard Kipling

*In this excerpt from The White Seal, Kotick, a young seal, learns about the world from the lessons and songs of his mother, Matkah.*

- 1 Little seals can no more swim than little children, but they are unhappy till they learn. The first time that Kotick went down to the sea a wave carried him out beyond his depth, and his big head sank and his little hind flippers flew up exactly as his mother had told him in the song, and if the next wave had not thrown him back again he would have drowned.
- 2 After that, he learned to lie in a beach pool and let the wash of the waves just cover him and lift him up while he paddled, but he always kept his eye open for big waves that might hurt. He was two weeks learning to use his flippers; and all that while he floundered in and out of the water, and coughed and grunted and crawled up the beach and took catnaps on the sand, and went back again, until at last he found that he truly belonged to the water.
- 3 Then you can imagine the times that he had with his companions, ducking under the rollers; or coming in on top of a comber and landing with a swash and a splutter as the big wave went whirling far up the beach; or standing up on his tail and scratching his head as the old people did; or playing “I’m the King of the Castle” on slippery, weedy rocks that just stuck out of the wash. Now and then he would see a thin fin, like a big shark’s fin, drifting along close to shore, and he knew that that was the Killer Whale, the Grampus, who eats young seals when he can get them; and Kotick would head for the beach like an arrow, and the fin would jig off slowly, as if it were looking for nothing at all. . . .
- 4 This was one of very many things that Kotick learned, and he was always learning. Matkah taught him to follow the cod and the halibut along the under-sea banks and wrench the rockling out of his hole among the weeds; how to skirt the wrecks lying a hundred fathoms below water and dart like a rifle bullet in at one porthole and out at another as the fishes ran; how to dance on the top of the waves when the lightning was racing all over the sky, and wave his flipper politely to the stumpy-tailed Albatross and the Man-of-war Hawk as they went down the wind; how to jump three or four feet clear of the water like a dolphin, flippers close to the side and tail curved; to leave the flying fish alone because they are all bony; to take the shoulder-piece out of a cod at full speed

ten fathoms deep, and never to stop and look at a boat or a ship, but particularly a row-boat. At the end of six months what Kotick did not know about deep-sea fishing was not worth the knowing. And all that time he never set flipper on dry ground.

From THE JUNGLE BOOK by Rudyard Kipling—Public Domain

## Passage 2

### Excerpt from *White Fang*

by Jack London

*In this excerpt from White Fang, a wolf cub has stepped out into the world through his den's opening — what he thinks of as the “wall of the world” — for the first time.*

- 5 . . . He sat up and gazed about him, as might the first man of the earth who landed upon Mars. The cub had broken through the wall of the world, the unknown had let go its hold of him, and here he was without hurt. But the first man on Mars would have experienced less unfamiliarity than did he. Without any antecedent<sup>1</sup> knowledge, without any warning whatever that such existed, he found himself an explorer in a totally new world.
- 6 Now that the terrible unknown had let go of him, he forgot that the unknown had any terrors. He was aware only of curiosity in all the things about him. He inspected the grass beneath him, the moss-berry plant just beyond, and the dead trunk of the blasted pine that stood on the edge of an open space among the trees. A squirrel, running around the base of the trunk, came full upon him, and gave him a great fright. He cowered down and snarled. But the squirrel was as badly scared. It ran up the tree, and from a point of safety chattered back savagely.
- 7 This helped the cub's courage, and though the woodpecker he next encountered gave him a start, he proceeded confidently on his way. Such was his confidence, that when a moose-bird impudently hopped up to him, he reached out at it with a playful paw. The result was a sharp peck on the end of his nose that made him cower down and ki-yi. The noise he made was too much for the moose-bird, who sought safety in flight.
- 8 But the cub was learning. His misty little mind had already made an unconscious classification. There were live things and things not alive. Also, he must watch out for the live things. The things not alive remained always in one place, but the live things moved about, and there was no telling what they might do. The thing to expect of them was the unexpected, and for this he must be prepared.
- 9 He travelled very clumsily. He ran into sticks and things. A twig that he thought a long way off, would the next instant hit him on the nose or rake along his ribs. There were inequalities of surface. Sometimes he overstepped and

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<sup>1</sup>**antecedent:** previous

stubbed his nose. Quite as often he understepped and stubbed his feet. Then there were the pebbles and stones that turned under him when he trod upon them; and from them he came to know that the things not alive were not all in the same state of stable equilibrium as was his cave; also, that small things not alive were more liable than large things to fall down or turn over. But with every mishap he was learning. The longer he walked, the better he walked. He was adjusting himself. He was learning to calculate his own muscular movements, to know his physical limitations, to measure distances between objects, and between objects and himself.

From WHITE FANG by Jack London—Public Domain



**00.** What does the use of the word floundered in paragraph 2 emphasize?

- A.** Kotick's fearfulness
- B.** Kotick's recklessness
- C.** Kotick's desperation
- D.** Kotick's inexperience

- 00.** What does paragraph 8 reveal about the cub's mind?
- A.** His mind operates on instinctive knowledge rather than learned knowledge.
  - B.** His developing mind is automatically forming conclusions from experience.
  - C.** His young mind is easily confused by new experiences.
  - D.** His mind is too limited to store information about complicated ideas.

## **00. Writing Prompt**

You have just read two passages about characters exploring their environments. Write an informational essay that explains the lessons each character learns and why these lessons are important.

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 *Blink: The Power of Thinking Without Thinking***

by Malcolm Gladwell

*Blink: The Power of Thinking Without Thinking explores the science behind the human mind's ability to make split-second decisions and judgments. In the following excerpt, author Malcolm Gladwell has asked readers to imagine that he is a professor, and they have come to his office to take a scrambled sentence test. The test consists of a list of five-word sets out of which the test-taker must make grammatically correct sentences.*

- 1        After you finished that test — believe it or not — you would have walked out of my office and back down the hall more slowly than you walked in. With that test, I affected the way you behaved. How? Well, look back at the list. Scattered throughout it are certain words, such as “worried,” “Florida,” “old,” “lonely,” “gray,” “bingo,” and “wrinkle.” You thought that I was just making you take a language test. But, in fact, what I was also doing was making the big computer in your brain — your adaptive unconscious — think about the state of being old. It didn’t inform the rest of your brain about its sudden obsession. But it took all this talk of old age so seriously that by the time you finished and walked down the corridor, you acted old. You walked slowly.
- 2        This test was devised by a very clever psychologist named John Bargh. It’s an example of what is called a priming experiment, and Bargh and others have done numerous even more fascinating variations of it, all of which show just how much goes on behind that locked door of our unconscious. For example, on one occasion Bargh and two colleagues at New York University, Mark Chen and Lara Burrows, staged an experiment in the hallway just down from Bargh’s office. They used a group of undergraduates as subjects and gave everyone in the group one of two scrambled-sentence tests. The first was sprinkled with words like “aggressively,” “bold,” “rude,” “bother,” “disturb,” “intrude,” and “infringe.” The second was sprinkled with words like “respect,” “considerate,” “appreciate,” “patiently,” “yield,” “polite,” and “courteous.” In neither case were there so many similar words that the students picked up on what was going on. (Once you become conscious of being primed, of course, the priming doesn’t work.) After doing the test — which takes only about five minutes — the students were instructed to walk down the hall and talk to the person running the experiment in order to get their next assignment.
- 3        Whenever a student arrived at the office, however, Bargh made sure that the experimenter was busy, locked in conversation with someone else — a

confederate<sup>1</sup> who was standing in the hallway, blocking the doorway to the experimenter's office. Bargh wanted to learn whether the people who were primed with the polite words would take longer to interrupt the conversation between the experimenter and the confederate than those primed with the rude words. He knew enough about the strange power of unconscious influence to feel that it would make a difference, but he thought the effect would be slight. Earlier, when Bargh had gone to the committee at NYU that approves human experiments, they had made him promise that he would cut off the conversation in the hall at ten minutes. "We looked at them when they said that and thought, You've got to be kidding," Bargh remembered. "The joke was that we would be measuring the difference in milliseconds. I mean, these are New Yorkers. They aren't going to just stand there. We thought maybe a few seconds, or a minute at most."

4 But Bargh and his colleagues were wrong. The people primed to be rude eventually interrupted — on average after about five minutes. But of the people primed to be polite, the overwhelming majority — 82 percent — *never interrupted at all*. If the experiment hadn't ended after ten minutes, who knows how long they would have stood in the hallway, a polite and patient smile on their faces?

5 "The experiment was right down the hall from my office," Bargh remembers. "I had to listen to the same conversation over and over again. Every hour, whenever there was a new subject. It was boring, *boring*. The people would come down the hallway, and they would see the confederate who the experimenter was talking to through the doorway. And the confederate would be going on and on about how she didn't understand what she was supposed to do. She kept asking and asking, for ten minutes, 'Where do I mark this? I don't get it.'" Bargh winced at the memory and strangeness of it all. "For a whole semester this was going on. And the people who had done the polite test *just stood there*."

6 Priming is not, it should be said, like brainwashing. I can't make you reveal deeply personal details about your childhood by priming you with words like "nap" and "bottle" and "teddy bear." Nor can I program you to rob a bank for me. On the other hand, the effects of priming aren't trivial. Two Dutch researchers did a study in which they had groups of students answer forty-two fairly demanding questions from the board game Trivial Pursuit. Half were asked to take five minutes beforehand to think about what it would mean to be a professor and write down everything that came to mind. Those students got 55.6 percent of the questions right. The other half of the students were asked to first sit and think about soccer hooligans<sup>2</sup>. They ended up getting 42.6 percent of the Trivial Pursuit questions right. The "professor" group didn't know more than the "soccer hooligan" group. They weren't smarter or more focused or more serious. They were simply in a "smart" frame of mind, and, clearly, associating themselves with the idea of something smart, like a professor, made it a lot

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<sup>1</sup>**confederate:** one who secretly assists

<sup>2</sup>**soccer hooligans:** unruly or destructive fans of professional soccer teams

easier — in that stressful instant after a trivia question was asked — to blurt out the right answer. The difference between 55.6 and 42.6 percent, it should be pointed out, is enormous. That can be the difference between passing and failing.

Excerpt from *Blink: The Power of Thinking Without Thinking* by Malcolm Gladwell. Copyright © 2005, Hachette Book Group. Used by permission of the publisher via Copyright Clearance Center.

**00.** What does the word obsession mean as it is used in paragraph 1?

- A.** existence
- B.** hesitation
- C.** extreme focus
- D.** surprising confusion

- 00.** In Bargh's experiment, how did reading a set of words affect the subjects of the experiment?
- A.** The words made the subjects think about a particular behavior, and they automatically behaved that way.
  - B.** The words made the subjects know how they were supposed to behave, and therefore they behaved that way.
  - C.** The words made the subjects want to behave in a particular way, and therefore they behaved that way.
  - D.** The words made the subjects understand how they were expected to behave, and they unexpectedly behaved that way.



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

**Part A**

What is a central idea of the passage?

- A.** Exposing a person to the idea of being old can make them behave as if they are old.
- B.** Thinking about a particular idea can alter a person’s behavior without their awareness.
- C.** Telling a person that they are smart can help them perform better on a test.
- D.** Giving a list of words associated with politeness to a person can make them be polite.

**Part B**

Which sentence from the passage **best** helps develop the central idea?

- A.** “Scattered throughout it are certain words, such as ‘worried,’ ‘Florida,’ ‘old,’ ‘lonely,’ ‘gray,’ ‘bingo,’ and ‘wrinkle.’” (paragraph 1)
- B.** “After doing the test — which takes only about five minutes — the students were instructed to walk down the hall and talk to the person running the experiment in order to get their next assignment.” (paragraph 2)
- C.** “But of the people primed to be polite, the overwhelming majority — 82 percent — *never interrupted at all.*” (paragraph 4)
- D.** “The ‘professor’ group didn’t know more than the ‘soccer hooligan’ group.” (paragraph 6)

**Read the passage and answer the questions that follow.**

## **Excerpt from *Desert Gold***

by Zane Grey

- 1       Cameron began his day, grateful for the solitude that was now unbroken, for the canyon-furrowed and cactus-spired scene that now showed no sign of life. He traveled southwest, never straying far from the dry stream bed; and in a desultory way, without eagerness, he hunted for signs of gold.
- 2       The work was toilsome, yet the periods of rest in which he indulged were not taken because of fatigue. He rested to look, to listen, to feel. What the vast silent world meant to him had always been a mystical thing, which he felt in all its incalculable power, but never understood.
- 3       That day, while it was yet light, and he was digging in a moist white-bordered wash for water, he was brought sharply up by hearing the crack of hard hoofs on stone. There down the canyon came a man and a burro. Cameron recognized them.
- 4       "Hello, friend," called the man, halting. "Our trails crossed again. That's good."
- 5       "Hello," replied Cameron, slowly. "Any mineral sign today?"
- 6       "No."
- 7       They made camp together, ate their frugal meal, . . . without exchanging many words. In the morning the same reticence, the same aloofness characterized the manner of both. But Cameron's companion, when he had packed his burro and was ready to start, faced about and said: "We might stay together, if it's all right with you."
- 8       "I never take a partner," replied Cameron.
- 9       . . . "It's a big place. If we find gold there'll be enough for two."
- 10       "I don't go down into the desert for gold alone," rejoined Cameron, with a chill note in his swift reply.
- 11       . . . It moved Cameron to say that in the years of his wandering he had met no man who could endure equally with him the blasting heat, . . . the terrible silence and desolation of the desert. Cameron waved a hand toward the wide, shimmering, shadowy descent of plain and range. "I may strike through the Sonora Desert. I may head for Pinacate or north for the Colorado Basin. . . ."

- 12        “I don’t know the country, but to me one place is the same as another,”  
replied his companion. For moments he seemed to forget himself, and swept his  
far-reaching gaze out over the colored gulf of stone and sand. Then with gentle  
slaps he drove his burro in behind Cameron. “Yes, . . . But, friend, I can still  
travel. . . .”
- 13        “Have it your way,” said Cameron.
- 14        They began a slow march down into the desert. At sunset they camped under  
the lee<sup>1</sup> of a low mesa. Cameron was glad his comrade had the . . . habit of  
silence. . . . Then there came a breaking of reserve, noticeable in the elder man,  
almost imperceptibly gradual in Cameron. Beside the meager mesquite campfire  
this . . . prospector would . . . talk a little; and Cameron would listen, and  
sometimes unlock his lips to speak a word. And so, as Cameron began to respond  
to the influence of a desert less lonely than habitual, he began to take keener  
note of his comrade, and found him different from any other he had ever  
encountered in the wilderness. This man never grumbled at the heat, the glare,  
the driving sand, the sour water, the scant fare. During the daylight hours he was  
seldom idle. At night he sat dreaming before the fire or paced to and fro in the  
gloom. . . . He was tireless, patient, brooding. . . .
- 15        One afternoon late, after they had toiled up a white, winding wash of sand  
and gravel, they came upon a dry waterhole. Cameron dug deep into the sand,  
but without avail. He was turning to retrace weary steps back to the last water  
when his comrade asked him to wait. Cameron watched him search in his pack  
and bring forth what appeared to be a small, forked branch of a peach tree. He  
grasped the prongs of the fork and held them before him with the end standing  
straight out, and then he began to walk along the stream bed. Cameron, at first  
amused, then amazed, then pitying, and at last curious, kept pace with the  
prospector. He saw a strong tension of his comrade’s wrists, as if he was holding  
hard against a considerable force. The end of the peach branch began to quiver  
and turn. Cameron reached out a hand to touch it, and was astounded at feeling  
a powerful vibrant force pulling the branch downward. He felt it as a magnetic  
shock. The branch kept turning, and at length pointed to the ground.
- 16        “Dig here,” said the prospector.
- 17        “What!” [said] Cameron. . . .
- 18        Then Cameron stood by while his comrade dug in the sand. Three feet he  
dug — four — five, and the sand grew dark, then moist. At six feet water began  
to seep through.
- 19        “Get the little basket in my pack,” he said.

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<sup>1</sup>lee: The sheltered side; the side away from the wind.

- 20       Cameron complied, and saw his comrade drop the basket into the deep hole, where it kept the sides from caving in and allowed the water to seep through. While Cameron watched, the basket filled. Of all the strange incidents of his desert career this was the strangest. Curiously he picked up the peach branch and held it as he had seen it held. The thing, however, was dead in his hands.
- 21       “I see you haven’t got it,” remarked his comrade. “Few men have.”
- 22       “Got what?” demanded Cameron.
- 23       “A power to find water that way. Back in Illinois an old German used to do that to locate wells. He showed me I had the same power. I can’t explain. But you needn’t look so dumfounded. There’s nothing supernatural about it.”
- 24       “You mean it’s a simple fact — that some men have a magnetism, a force or power to find water as you did?”
- 25       “Yes. It’s not unusual on the farms back in Illinois, Ohio, Pennsylvania. The old German I spoke of made money traveling round with his peach fork.”
- 26       “What a gift for a man in the desert!”
- 27       Cameron’s comrade smiled — the second time in all those days.

Excerpt from *Desert Gold* by Zane Grey. Copyright 1913, from Gutenberg.org. In the public domain.

**00.** What does the word avail mean in paragraph 15?

- A.** enthusiasm
- B.** success
- C.** assistance
- D.** confidence

- 00.** How does the companion's perspective differ from the reader's perspective in the first half of the passage?
- A.** The companion realizes he will meet up with Cameron in the desert, but the reader is surprised by this interaction.
  - B.** The companion knows that his unique skill could be useful to Cameron in the desert, but the reader does not.
  - C.** The companion is unsure about his ability to work with Cameron, but the reader knows that the two men will help each other.
  - D.** The companion is unaware of Cameron's skills, but the reader has knowledge of Cameron's unique abilities.

- 00.** In what **two** ways do the incidents in the passage show the companion to be different from other men with whom Cameron has interacted in the desert?
- A.** He travels through the desert on a burro.
  - B.** He wants to partner with Cameron.
  - C.** He never complains about desert conditions.
  - D.** He has come to the desert to search for gold.
  - E.** He is quiet and speaks infrequently.

- 00.** Which statement **best** summarizes the action in paragraphs 15–20?
- A.** The companion digs in the sand with a peach branch and lowers a basket into a hole to make water come out.
  - B.** The companion puts a magnetic device, which can find water, into a peach branch that he holds.
  - C.** The companion measures a certain distance from a dry waterhole with a peach branch to find water.
  - D.** The companion holds a peach branch, which creates a force that guides him to a source of water.



**00. Read this excerpt from paragraph 12.**

**“I don’t know the country, but to me one place is the same as another,” replied his companion. For moments he seemed to forget himself, and swept his far-reaching gaze out over the colored gulf of stone and sand. Then with gentle slaps he drove his burro in behind Cameron. “Yes, . . . But, friend, I can still travel. . . .”**

What does the incident in this excerpt reveal about the companion?

- A.** He appreciates the desert in the same way Cameron does.
- B.** He regrets his request to accompany Cameron.
- C.** He realizes that he does not know which way to go and needs help.
- D.** He feels a special power of which Cameron is unaware.

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

**Part A**

Which statement expresses a theme in the passage?

- A.** Fortune is the eventual reward of hard work.
- B.** Luck can change people's lives.
- C.** Respect for nature can aid one's survival.
- D.** People should avoid underestimating others.

**Part B**

Which **two** quotations from the passage offer the **best** support for the correct answer to Part A?

- A.** "Cameron waved a hand toward the wide, shimmering, shadowy descent of plain and range." (paragraph 11)
- B.** "They began a slow march down into the desert." (paragraph 14)
- C.** "he began to take keener note of his comrade, and found him different from any other he had ever encountered in the wilderness." (paragraph 14)
- D.** "One afternoon late, after they had toiled up a white, winding wash of sand and gravel, they came upon a dry waterhole." (paragraph 15)
- E.** "'What a gift for a man in the desert!'" (paragraph 26)

**Read the passage and answer the questions that follow.**

## **Excerpt from “Blue Skies Smiling at Me: Why the Sky Is Blue”**

by Philip C. Plait

- 1 . . . Probably the most common idea is that the sky is blue because it reflects the blue color of the ocean. However, a moment’s reflection (haha) reveals that this can’t be right: if it were true, the sky would look bluer when you are sailing on the ocean than when you are on land. But that’s not the way it happens. It still looks just as blue from say, Kansas — a healthy hike from the nearest significant body of water — as it would from an ocean liner steaming its way from the United States to England.
- 2 Another commonly given incorrect answer is that blue light from the Sun scatters off dust in the air. As we’ll see, this answer is close, and certainly better than the one about reflections off water, but dust is not the cause.
- 3 The correct answer, if you want details, is a little more involved. . . .
- 4 When you examine most problems in astronomy, or for that matter in any other field of science, you’ll commonly find that to get to the solution you need two separate lines of attack. The color of the sky is no exception. To understand the blueness we actually have to understand *three* things: just what sunlight is, how it travels through our atmosphere, and how our eyes work.
- 5 You may be surprised to learn that when it leaves the Sun’s surface, sunlight is white. By this scientists mean it is actually a balanced combination of many colors. The individual colors like red, green, and blue are all produced by the complex physics near the Sun’s surface. The roiling, writhing gas making up the Sun’s outermost layers produces light of all different colors. But when this light gets mixed together, it produces what looks to our eyes like white light. You can prove this for yourself: Hold a glass prism up to a beam of sunlight. When the sunbeam passes through the prism, the light gets “broken up” into its constituent colors. This pattern of colors is called a spectrum.
- 6 This same thing happens after a rainstorm. The raindrops suspended in the air act like little prisms, breaking up the white sunlight into a spectrum. That’s how we get rainbows. The order of the colors in a rainbow is the same every time: red on the outside, then orange, yellow, green, blue, indigo, and finally violet, which makes up the innermost curve of the arc. This pattern may be tough to remember, so it’s usually taught to students using the acronym ROY G BIV, like that’s a common name or something. Still, that’s how *I* remember it, so it must work.

- 7 Those colors are coming from the Sun all at the same time, but a funny thing happens on the way to the ground. Molecules of nitrogen and oxygen (N and O) in the air can intercept that light. Almost like little billiard balls, photons — the fancy name for particles of light — bounce off these molecules and head off in a different direction every time they hit one. In other words, nitrogen and oxygen molecules *scatter* the incoming sunlight like bumpers in a pinball machine.
- 8 In the mid-1800s, the brilliant British physicist Lord Rayleigh found out a curious thing: this scattering of light by molecules depends on the color of the light. In other words, a red photon is a lot less likely to scatter than a blue photon. If you track a red photon and a blue photon from the Sun as they pass through the air, the blue photon will bounce off its original course pretty quickly, while a red one can go merrily on its way all the way down to the ground. Since Lord Rayleigh discovered and quantified<sup>1</sup> this effect, we call it Rayleigh scattering.
- 9 So, what does this have to do with the sky being blue? Let's pretend you are a nitrogen molecule floating off in the atmosphere somewhere. Nearby is another molecule just like you. Now let's say that a red photon from the Sun comes at you. As Lord Rayleigh found, you don't affect the red photon much. It pretty much ignores you and your friend and keeps heading straight down to the ground. In the case of this red light, the Sun is like a flashlight, a shining source of red light in one small part of the sky. All the red photons the Sun emits come straight from it to some observer on the ground.
- 10 Now let's imagine a blue photon coming in from the Sun. It smacks into your friend, rebounds off him, and obligingly happens to head toward you. From your point of view, *that photon comes from the direction of that molecule and not the Sun*. Your molecule friend saw it come from the direction of the Sun, but you didn't because it changed course after it hit him. Of course, after it hits you that photon can rebound off you and go off in another direction. A third nitrogen molecule would see that photon as coming from you, not the Sun or the first molecule.
- 11 Now you're a person again, standing on the ground. When a blue photon from the Sun gets scattered around, at some point it will hit some final air molecule near you, go through a final scattering, and head into your eye. To you that photon appears to come from that last molecule and not from the direction of the Sun. These molecules are all over the sky, while the Sun is in one little part of the sky. Since blue photons can come from any and all of these molecules, the effect is that it looks like blue photons are coming from every direction in the sky and not just the Sun.

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<sup>1</sup>**quantified:** to measure the quantity of

- 12        *That's* why the sky looks blue. Those blue photons are converging down on you from all directions so that it looks to you like the sky itself is giving off that blue light.

Excerpt from "Blue Skies Smiling at Me: Why the Sky Is Blue" from *Bad Astronomy: Misconceptions and Misuses Revealed, from Astrology to the Moon Landing "Hoax"* by Philip C. Plait, March 2002. Copyright © 2002, John Wiley & Sons, Inc. Used by permission of the publisher via Copyright Clearance Center.

**00.** What does the word emits mean as it is used in paragraph 9?

- A.** gives up
- B.** sends out
- C.** gathers
- D.** repels

- 00.** How does paragraph 1 function to disprove the common belief that the sky is blue because it reflects the color of the ocean?
- A.** It uses logical reasoning.
  - B.** It suggests a simple experiment.
  - C.** It discusses competing scientific theories.
  - D.** It introduces scientific evidence.

- 00.** Which **two** statements, when combined, provide the **best** summary of the passage?
- A.** When light leaves the sun, the different colors hit molecules in the air and become separated.
  - B.** Nitrogen and oxygen molecules that scatter photons are responsible for the sky's blue appearance.
  - C.** Although blue photons come from the sun, they appear as if they are coming from molecules in the air.
  - D.** After leaving the sun, light is white but breaks up into different colors before reaching the ground.
  - E.** Blue photons scatter more readily than other colors, and this effect makes the sky appear blue.



**00. Read this sentence from paragraph 10.**

***From your point of view, that photon comes from the direction of that molecule and not the Sun.***

What is the purpose of this sentence?

- A.** to show how location affects which color photons are seen
- B.** to show that blue photons react differently than red photons
- C.** to explain how scattering affects the way we see photons
- D.** to explain that photons come from places other than the sun

**Read the passages and answer the questions that follow.**

## **Passage 1**

### **Excerpt from *The Enchanted Barn***

by Grace Livingston Hill

- 1        Three men were already there, two of them stone-masons, working away under the direction of the contractor. They had already begun working at the massive stone around the windows, striking musical blows from a light scaffolding that made the old barn look as if it had suddenly waked up and gone to house-cleaning. Sidney Graham surveyed it with satisfaction as he stopped his car by the roadside and got out. He did delight to have things done on time. . . .
- 2        The next car brought a quartette of carpenters, and before young Graham went back to the city a motor-truck had arrived loaded with lumber and window-frames. It was all very fascinating to him, this new toy barn that had suddenly come into his possession, and he could hardly tear himself away from it and go back to business. . . . ; but he was a conscientious young man, who believed that no living being had a right to exist in idleness, and who had gone into business from a desire to do his best and keep up the honorable name of his father's firm. So after he had given careful directions for the electric men when they should come he rushed back to his office once more. . . .
- 3        The next morning, when Graham went out to the stone barn, he found that the front windows were in, and gave a very inviting appearance to the edifice, both outside and in. . . . the big latticed windows opening inwards like casement doors seemed quite in keeping with the rough stone structure. Graham began to wonder why all barns did not affect this style of window, they were so entirely attractive. . . .
- 4        But, as he stood at the top of the grassy slope and looked about, he noticed the great pile of stones under each window, from the masonry that had been torn away to make room for the larger sashes, and an idea came to him.
- 5        "Mr. Jones!" he called to the contractor, who had just come over on the car to see how the work was progressing. "Wouldn't there be stones enough all together from all the windows to build some kind of a . . . chimney and fireplace?" he asked.
- 6        Mr. Jones thought there would. There were stones enough down in the meadow to piece out with in case they needed more, anyway. Where would Mr. Graham want the fireplace? Directly opposite the front doors? He had thought of

suggesting that himself, but didn't know as Mr. Graham wanted to go to any more expense.

- 7        “By all means make that fireplace!” said the young owner delightedly. “This is going to be a jolly place when it gets done, isn't it? I declare I don't know but I'd like to come out here and live.”
- 8        “It would make a fine old house, sir,” said the contractor respectfully, looking up almost reverently at the barn. “. . . You don't see many of these here old stone buildings around now. They knew how to build 'em substantial in those old times, so they did.”
- 9        “H'm! Yes. It would make a fine site for a house, wouldn't it?” said the young man, looking about thoughtfully. “Well, now, we'll have to think about that sometime, perhaps. However, I think it looks very nice for the present”; and he walked about, looking at the improvements with great satisfaction.

From THE ENCHANTED BARN by Grace Livingston Hill—Public Domain

## Passage 2

### Excerpt from *The Farm She Was: A Novel*

by Ann Mohin

- 10 This farmhouse was built in 1845 in the center of eighty-five, half-wooded rolling acres. It was a small and self-contained farm, but now its fields and pastures are fallow and overgrown. Damaged remnants of fieldstone fences limp through the trees — maple and cherry, oak and poplar, hemlock, beech, and the wild apples.
- 11 Rugged Germans first cleared this land, leveling the dense forest with two-man saws, pulling and burning the stumps with horses, plowing up fieldstones. With hands for machines and back-breaking labor, they used those rocks to build four-foot high, geometrically-perfect fences. As proficient as trained masons, they selected each fieldstone like a poet selects her words. They laid the flat stones one atop the other for miles and miles through the woods until the cows and the sheep could, finally, be allowed to roam. . . .
- 12 The man who built our house and cleared our fields and built the stone walls, certainly drove himself hard. Having completed his mission here in New York, he gathered his family and abandoned the state in 1859. My father's eyes sometimes glistened when he told the story of this German immigrant whose land and home we had acquired, how he packed up his belongings and moved to Ohio. There he cleared another piece of land, built another post-and-beam house, more stone walls.
- 13 I've always wondered why he left New York to start all over again. He had built a beautiful home, and the barns and the pastures and orchards were clear of rocks. Did he leave because of the hard weather? Or was it the acidic soil of this region where field crops are limited to cabbage and corn? Could it have been that he was simply bored?
- 14 The German had an engineer's mind. The house is sited precisely to benefit from the most southern sun and the high ridge to the north side protects against the killer winds. My father's building skills were comparatively limited, but his carpentry was adequate and the barns and wagons were not in disrepair. Father understood the meaning of maintenance, and to keep the farm in forward motion he adequately taught himself the art of reconstruction.
- 15 When Mother complained that the house was too dark, he put windows where there were none. The forest is visible from every room and now in May, when finally, finally, spring can be trusted to stay, new leaves accessorize my father's handiwork like lime-colored curtains and white tufts of the early flowers sway

from tender shadbush branches. I stare out this window next to my bed and yes, I do remember other seasons, other times. The seasons are still intact; to hope for more than that is a foolish exertion.

Excerpt from *The Farm She Was: A Novel* by Ann Mohin. 2000-present, Bridgeworks. Used by permission of the publisher via Copyright Clearance Center.

**00. Read the excerpt from paragraph 4.**

**But, as he stood at the top of the grassy slope and looked about, he noticed the great pile of stones under each window, . . .**

How does this excerpt propel the action in the passage?

- A.** It makes Graham question Mr. Jones's abilities.
- B.** It causes Graham to think about expanding the project.
- C.** It makes Graham worry about the cost of the project.
- D.** It causes Graham to locate additional building materials.

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

**Part A**

In paragraph 2, what does the word conscientious mean?

- A.** being experienced at making decisions
- B.** having interest in a certain topic
- C.** wishing to act correctly and dutifully
- D.** knowing how to do more than one thing at a time

**Part B**

Which **two** phrases from paragraph 2 **best** support the correct answer to Part A?

- A.** “go back to business”
- B.** “young man”
- C.** “no living being had a right to exist”
- D.** “desire to do his best”
- E.** “keep up the honorable name”

- 00.** What does the dialogue in paragraph 7 reveal about Mr. Graham? Select **two** responses.
- A.** He is the person who makes decisions about the barn.
  - B.** He understands the technical vocabulary of contractors.
  - C.** He intends to own several homes in the city and the country.
  - D.** He is excited about the possibility of a fireplace.
  - E.** He has talent and vision in home design.



**00.** Which sentence **best** summarizes passage 1?

- A.** When Mr. Graham arrives at his newly acquired barn, he is impressed with the appearance of his new windows.
- B.** When Mr. Graham makes stops at his recently acquired barn, he is pleased with the improvements he sees the contractors making.
- C.** When Mr. Graham sees changes being made to his newly acquired barn, he decides that he needs to be more involved in making decisions.
- D.** When Mr. Graham visits a barn that he recently acquired, he has to spend time driving back and forth from the city.

**00. Read the sentences from paragraph 14.**

**The German had an engineer’s mind. The house is sited precisely to benefit from the most southern sun and the high ridge to the north side protects against the killer winds.**

Which **two** conclusions about the original owner of the house are **best** supported by the sentences?

- A.** He wisely invested money in quality materials for the house.
- B.** He carefully planned the location of the house.
- C.** He placed the house in a hazardous position.
- D.** He understood how the landscape would affect the comfort of those living in the house.
- E.** He built the house in an isolated location.

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

**Part A**

Which statement **best** states a theme in passage 2?

- A.** Understanding the past can bring satisfaction to the present.
- B.** People often feel lonely in an unfamiliar place.
- C.** Some people avoid their problems by working at exhausting jobs.
- D.** Positive people are happier throughout their lives.

**Part B**

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

- A.** "The man who built our house and cleared our fields and built the stone walls, certainly drove himself hard." (paragraph 12)
- B.** "Having completed his mission here in New York, he gathered his family and abandoned the state in 1859." (paragraph 12)
- C.** "I've always wondered why he left New York to start all over again." (paragraph 13)
- D.** "The seasons are still intact; to hope for more than that is a foolish exertion." (paragraph 15)

- 00.** Paragraphs 6 and 13 each contain a series of questions. Which statement correctly describes how these questions contribute to the meaning of the passages?
- A.** The questions reveal a misunderstanding between two characters in each passage.
  - B.** The questions create suspense about an upcoming event in each passage.
  - C.** The questions hint at how the main conflict will be resolved at the end of each passage.
  - D.** The questions show one character’s attempt to understand another character in each passage.

**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.**

Do what you can with what you have! While repurposing old objects has become trendy recently, it was once a necessity. During the Great Depression, people have to be resourceful and make the most of what they have. At the time, flour was often sold in cotton sacks, and many families took advantage of this free source of fabric. They made dresses and other apparel from these sacks for their kids.

Soon, the flour companies noticed the trend. They began manufacturing flour sacks in different colors and with different prints. They hoped their brightly colored patterns and prints would attract customers away from their competitors. Flour companies even began printing instructions and patterns on the sacks in washable ink to be more competitive. The companies encouraged families to make toys, towels, and other objects out of the cotton sacks.

During World War II, cotton became scarce as the need for military uniforms increased. The government began encouraging families to repurpose their old empty flour sacks into clothing and other household items. In fact, in 1943 the War Production board, a federal agency, made sack sizes standard. This made it easier for people to know how much fabric they were getting in a 10-pound bag of flour. People began taking pride, wanting to show their patriotism, in their ability to turn practical flour sacks into fashionable designs. But this didn't last forever. Eventually, paper bags replaced the cotton sacks, bringing an end to the trend of flour sack clothing.

00. Which change, if any, is the **best** revision to the underlined text?

**people have to be resourceful and make the most of what they have**

- A. people had to be resourceful and make the most of what they had
- B. people have to be resourceful and make the most of what they had
- C. people had to be resourceful and made the most of what they have
- D. No change

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

**companies even began printing instructions and patterns on the sacks in washable ink to be**

- A.** companies even to begin printing instructions and patterns on the sacks in washable ink to be
- B.** companies even began printing, instructing, and patterning on the sacks in washable ink to be
- C.** companies even began printing instructions and patterns on the sacks in washable ink they were
- D.** No change

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

**old empty flour**

- A.** old, empty flour
- B.** old empty, flour
- C.** old, empty, flour
- D.** No change



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

**War Production board**

- A.** war production board
- B.** War Production Board
- C.** war Production Board
- D.** No change

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

**People began taking pride, wanting to show their patriotism, in their ability to turn practical flour sacks into fashionable designs.**

- A.** People began taking pride in their ability to turn practical flour sacks into fashionable designs, wanting to show their patriotism.
- B.** Taking pride in their ability to turn practical flour sacks into fashionable designs, people began wanting to show their patriotism.
- C.** Wanting to show their patriotism, people began taking pride in their ability to turn practical flour sacks into fashionable designs.
- D.** No change

**Read the passage and answer the questions that follow.**

**Excerpt from *The Spell of the Rockies:*  
“Dr. Woodpecker, Tree Surgeon”**

by Enos A. Mills

- 1        Although the eagle has the emblematic place of honor in the United States, the downy woodpecker is distinguished as the most useful bird citizen. Of the eight hundred and three kinds of birds in North America, his services are most helpful to man. He [eliminates] destructive forest insects. Long ago Nature selected the woodpecker to be the chief caretaker — the physician and surgeon — of the tree world. This is a stupendous task. Forests are extensive and are formed of hundreds of species of trees. The American woodpeckers have the supervision of uncounted acres that are forested with more than six hundred kinds of trees.
- 2        With the exception of the California big tree, each tree species is preyed upon by scores, and many species by hundreds, of injurious . . . insects. Five hundred kinds of insects are known to prey upon the oak, and a complete count may show a thousand kinds. Many of these insects multiply with amazing rapidity, and at all times countless numbers of these aggressive pests form warrior armies with which the woodpecker must constantly contend.
- 3        In this incessant struggle with insects the woodpecker has helpful assistance from many other bird families. Though the woodpecker gives general attention to hundreds of kinds of insects, he specializes on those which injure the tree internally, — which require a surgical operation to obtain. He is a distinguished specialist; the instruments for tree-surgery are intrusted to his keeping, and with these he each year performs innumerable successful surgical operations upon our friends the trees.
- 4        Woodpeckers are as widely distributed as forests, — just how many to the square mile no one knows. Some localities are lucky to have a goodly number, made up of representatives from three or four of our twenty-four woodpecker species. Forest, shade, and orchard trees receive their impartial attention. The annual saving from their service is enormous. Although this cannot be estimated, it can hardly be overstated.
- 5        A single borer may damage a tree; so, too, may a few beetles; while a small number of weevils will injure and stunt a tree so that it is left . . . for other insects. Borers, beetles, and weevils are among the worst enemies of trees. They multiply with astounding rapidity and annually [damage] millions of scattered trees. Annually, too, there are numerous outbreaks of beetles, whose depredations extend over hundreds and occasionally over thousands of acres.

Caterpillars, moths, and saw-flies are exceedingly injurious treepests, but they damage the outer parts of the tree. Both they and their eggs are easily accessible to many kinds of birds, including the woodpeckers; but borers, beetles, and weevils live and deposit their eggs in the very vitals of the tree. In the tree's vitals, protected by a heavy barrier of wood or bark, they are secure from the beaks and claws of all birds except Dr. Woodpecker, the chief surgeon of the forest. About the only opportunity that other birds have to feed upon borers and beetles is during the brief time they occupy in emerging from the tree . . . , in their flight to some live tree, and during their brief exposure while boring into it.

- 6 Beetles live and move in swarms, and, according to their numbers, concentrate their attack upon a single tree or upon many trees. Most beetles are one of a dozen species of *Dendroctonus*, . . . Left in undisturbed possession of a tree, many mother beetles may have half a million descendants in a single season. Fortunately for the forest, Dr. Woodpecker, during his ceaseless round of inspection and service, generally discovers infested trees. If one woodpecker is not equal to the situation, many are concentrated at this insect-breeding place; and here they remain until the last dweller in darkness is reached and [removed]. Thus most beetle outbreaks are prevented. . . .
- 7 During the periods in which the insects are held in check the woodpecker ranges through the forest, inspecting tree after tree. Many times, during their tireless rounds of search and inspection, I have followed them for hours. On one occasion in the mountains of Colorado I followed a Batchelder woodpecker through a spruce forest all day long. Both of us had a busy day. He inspected eight hundred and twenty-seven trees, most of which were spruce or lodgepole pine. Although he moved quickly, he was intensely concentrated, was systematic, and apparently did the inspection carefully. The forest was a healthy one and harbored only straggling insects. Now and then he picked up an isolated insect from a limb or took an egg-cluster from a break in the bark on a trunk. Only two pecking operations were required. On another occasion I watched a hairy woodpecker spend more than three days upon one tree-trunk; this he pecked full of holes and from its vitals he dragged more than a gross of devouring grubs. In this case not only was the beetle colony destroyed but the tree survived.
- 8 Woodpecker holes commonly are shallow, except in fallen trees. Most of the burrowing or boring insects which infest living trees work in the outermost sapwood, just beneath the bark, or in the inner bark. Hence the doctor does not need to cut deeply. In most cases his peckings in the wood are so shallow that no scar or record is found. Hence a tree might be operated on by him a dozen times in a season, and still not show a scar when split or sawed into pieces. Most of his peckings simply penetrate the bark, and on living trees this epidermis scales off; thus in a short time all traces of his feast-getting are obliterated.

From THE SPELL OF THE ROCKIES by Enos A. Mills—Public Domain

- 00.** What effect does the phrase “physician and surgeon — of the tree world” from paragraph 1 have on the passage?
- A.** The extended metaphor allows the writer to draw comparisons between the woodpecker and a surgeon.
  - B.** The extended metaphor allows the writer to draw comparisons between a physician and the trees that are found in the forest.
  - C.** The extended metaphor allows the writer to draw comparisons between a physician and a surgeon of the tree world.
  - D.** The extended metaphor allows the writer to draw comparisons between surgeons of the tree world and insects that harm trees.

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

**Part A**

Which statement **best** expresses the author's point of view about woodpeckers?

- A.** Woodpeckers are methodical and often return to the same trees.
- B.** Woodpeckers are devoted caretakers of trees in America's forests.
- C.** Woodpeckers cause minimal damage but are mostly beneficial to trees.
- D.** Woodpeckers are able to protect America's forests with the help of other birds.

**Part B**

Which **two** phrases from the passage show the degree to which the author feels this way?

- A.** "the woodpecker has helpful assistance from many other bird families" (paragraph 3)
- B.** "just how many to the square mile no one knows" (paragraph 4)
- C.** "If one woodpecker is not equal to the situation" (paragraph 6)
- D.** "during their tireless rounds of search and inspection" (paragraph 7)
- E.** "Although he moved quickly, he was intensely concentrated" (paragraph 7)

- 00.** What can the reader infer about the woodpecker's motivation to remove insects from trees?
- A.** It becomes less important during the colder months of the year.
  - B.** It is the result of the woodpecker's own search for food.
  - C.** It is affected by the number of other woodpeckers in the area.
  - D.** It causes additional damage to some species of trees.

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

**Part A**

Which two ideas are contrasted throughout the passage?

- A.** the teamwork of woodpeckers with the individual efforts of other birds
- B.** the harmfulness of the insects with the helpfulness of the woodpecker
- C.** the large numbers of insects with the small number of woodpeckers per square mile
- D.** the commanding role of the woodpecker with the supporting role of the insects

**Part B**

Which sentence from paragraph 1 or 2 **best** illustrates this contrast?

- A.** "Although the eagle has the emblematic place of honor in the United States, the downy woodpecker is distinguished as the most useful bird citizen." (paragraph 1)
- B.** "With the exception of the California big tree, each tree species is preyed upon by scores, and many species by hundreds, of injurious . . . insects." (paragraph 2)
- C.** "Five hundred kinds of insects are known to prey upon the oak, and a complete count may show a thousand kinds." (paragraph 2)
- D.** "Many of these insects multiply with amazing rapidity, and at all times countless numbers of these aggressive pests form warrior armies with which the woodpecker must constantly contend." (paragraph 2)



- 00.** Which **two** statements, when combined, provide the **best** summary of this passage?
- A.** The woodpecker may be the most useful bird citizen because it is able to eliminate insects that cause injury to trees.
  - B.** Hundreds of species of insects live in the forests of North America, and these insects multiply quickly.
  - C.** Beetles, and some other insects, can bore into a tree's bark and escape from most birds.
  - D.** The woodpecker is able to peck into tree bark and extract insects through small holes that are harmless to the tree.
  - E.** In some parts of the forest, there is more than one species of woodpecker at work saving trees.

Tennessee ELA  
Grade 8  
TN0004665  
Lessons Learned

Annotated Students Responses

Read the passages and answer the questions that follow. Then respond to the writing prompt.

## Passage 1

### Excerpt from “The White Seal”

by Rudyard Kipling

*In this excerpt from The White Seal, Kotick, a young seal, learns about the world from the lessons and songs of his mother, Matkah.*

- 1 Little seals can no more swim than little children, but they are unhappy till they learn. The first time that Kotick went down to the sea a wave carried him out beyond his depth, and his big head sank and his little hind flippers flew up exactly as his mother had told him in the song, and if the next wave had not thrown him back again he would have drowned.
- 2 After that, he learned to lie in a beach pool and let the wash of the waves just cover him and lift him up while he paddled, but he always kept his eye open for big waves that might hurt. He was two weeks learning to use his flippers; and all that while he floundered in and out of the water, and coughed and grunted and crawled up the beach and took catnaps on the sand, and went back again, until at last he found that he truly belonged to the water.
- 3 Then you can imagine the times that he had with his companions, ducking under the rollers; or coming in on top of a comber and landing with a swash and a splutter as the big wave went whirling far up the beach; or standing up on his tail and scratching his head as the old people did; or playing “I’m the King of the Castle” on slippery, weedy rocks that just stuck out of the wash. Now and then he would see a thin fin, like a big shark’s fin, drifting along close to shore, and he knew that that was the Killer Whale, the Grampus, who eats young seals when he can get them; and Kotick would head for the beach like an arrow, and the fin would jig off slowly, as if it were looking for nothing at all. . . .
- 4 This was one of very many things that Kotick learned, and he was always learning. Matkah taught him to follow the cod and the halibut along the under-sea banks and wrench the rockling out of his hole among the weeds; how to skirt the wrecks lying a hundred

fathoms below water and dart like a rifle bullet in at one porthole and out at another as the fishes ran; how to dance on the top of the waves when the lightning was racing all over the sky, and wave his flipper politely to the stumpy-tailed Albatross and the Man-of-war Hawk as they went down the wind; how to jump three or four feet clear of the water like a dolphin, flippers close to the side and tail curved; to leave the flying fish alone because they are all bony; to take the shoulder-piece out of a cod at full speed ten fathoms deep, and never to stop and look at a boat or a ship, but particularly a row-boat. At the end of six months what Kotick did not know about deep-sea fishing was not worth the knowing. And all that time he never set flipper on dry ground.

Excerpt from "The White Seal" by Rudyard Kipling, from *The Jungle Book*, 1894 [EBook #236]. Copyright © 2006, from Gutenberg.org. In the public domain.

## Passage 2

### Excerpt from *White Fang*

by Jack London

*In this excerpt from White Fang, a wolf cub has stepped out into the world through his den's opening — what he thinks of as the "wall of the world" — for the first time.*

5 . . . He sat up and gazed about him, as might the first man of the earth who landed upon Mars. The cub had broken through the wall of the world, the unknown had let go its hold of him, and here he was without hurt. But the first man on Mars would have experienced less unfamiliarity than did he. Without any antecedent knowledge, without any warning whatever that such existed, he found himself an explorer in a totally new world.

6 Now that the terrible unknown had let go of him, he forgot that the unknown had any terrors. He was aware only of curiosity in all the things about him. He inspected the grass beneath him, the moss-berry plant just beyond, and the dead trunk of the blasted pine that stood on the edge of an open space among the trees. A squirrel, running around the base of the trunk, came full upon him, and gave him a great fright. He cowered down and snarled. But the squirrel was as badly scared. It ran up the tree, and from a point of safety chattered back savagely.

- 7        This helped the cub's courage, and though the woodpecker he next encountered gave him a start, he proceeded confidently on his way. Such was his confidence, that when a moose-bird impudently hopped up to him, he reached out at it with a playful paw. The result was a sharp peck on the end of his nose that made him cower down and ki-yi. The noise he made was too much for the moose-bird, who sought safety in flight.
- 8        But the cub was learning. His misty little mind had already made an unconscious classification. There were live things and things not alive. Also, he must watch out for the live things. The things not alive remained always in one place, but the live things moved about, and there was no telling what they might do. The thing to expect of them was the unexpected, and for this he must be prepared.
- 9        He travelled very clumsily. He ran into sticks and things. A twig that he thought a long way off, would the next instant hit him on the nose or rake along his ribs. There were inequalities of surface. Sometimes he overstepped and stubbed his nose. Quite as often he understepped and stubbed his feet. Then there were the pebbles and stones that turned under him when he trod upon them; and from them he came to know that the things not alive were not all in the same state of stable equilibrium as was his cave; also, that small things not alive were more liable than large things to fall down or turn over. But with every mishap he was learning. The longer he walked, the better he walked. He was adjusting himself. He was learning to calculate his own muscular movements, to know his physical limitations, to measure distances between objects, and between objects and himself.

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<sup>1</sup>**antecedent:** previous

**Writing Prompt**

You have just read two passages about characters exploring their environments. Write an informational essay that explains the lessons each character learns and why these lessons are important.



# TNReady Grades 6-8 Informational/Explanatory Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>utilizes effective organizational strategies to create a unified whole and to aid in comprehension.</li> <li>effectively clarifies relationships among ideas and concepts to create cohesion.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>1</sup> from the stimuli to thoroughly and insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>2</sup> appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning and reader interest.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> <li>effectively establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>3</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension.</li> <li>clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion.</li> <li>contains a relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>1</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary<sup>2</sup> appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning and reader interest.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> <li>establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times.</li> <li>clarifies some relationships among ideas and concepts, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>1</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>2</sup></li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> <li>establishes but inconsistently maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to clarify relationships among ideas and concepts; concepts are unclear or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>1</sup> from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>2</sup></li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> <li>does not establish or maintain a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup>Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

<sup>2</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>3</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

The seal learned how to swim and how to float on top of the water. These lessons are important because if you are a seal you have to learn how to swim in order to get away from the predator.

This other passage is about sending the wolf out to become a bigger person in order to get on its own so they don't have to keep feeding the wolf food they found to eat for their selves.

**Focus & Organization: 1**

The response contains no relevant introduction or conclusion. There is an unclear organizational structure, no focus, and the student fails to clarify any ideas or relationships.

**Development: 1**

The writer inadequately develops the topic. While both passages are discussed, the writer's observations reflect a significant misunderstanding of the story events. The inaccuracies and lack of relevant textual evidence reflect little understanding of the topic, task, and stimuli.

**Language: 1**

The response demonstrates little to no use of precise language and vocabulary, as most of the word choices are bland and simple, and the more specific words are carried over from the passage (predator). There is little syntactic variety, as the writer has awkwardly constructed some sentences. Furthermore, there are no transitional words or phrases present in the response, and the writing is too limited to establish a sense of tone.

**Conventions: 1**

The response demonstrates a limited command of grade-level conventions. There are misspelled words and terminal punctuation. Given the brevity of the response, there is not enough writing to sustain this variety and density of errors.



The characters are both learning how to live but in different ways. The white seal has to learn how to use his flippers and all that while he floundered in and out of the water. The cod has to learn how to deal with the outside world. The characters are both in the early stages in life, there in different environments. Matkah taught him to follow the cod and the halibut along the under-sea banks. He was learning to calculate his own muscular movements to know his physical limitations to measure distances between objects.

**Focus & Organization: 1**

The response contains no relevant introduction or conclusion. There is an unclear organizational structure, no focus, and the student fails to clarify any ideas or relationships.

**Development: 1**

The response relies heavily on copied ideas from the passages (....learn how to use flippers and all that while he floundered...) in an attempt to summarize them, with inadequate and sometimes superficial (The characters are both in the early stages in life) explanations. The response demonstrates no understanding of the task, and little understanding of the topic or stimuli.

**Language: 1**

The minimal original writing in the response demonstrates no use of precise language. The response lacks any transitional words and phrases and is too limited to establish a sense of tone.

**Conventions: 1**

The response demonstrates a limited command of grade level conventions. The response has numerous errors and a small amount of original writing to evaluate. Capitalization, grammar, spelling, and usage errors are present.

In passage 1 of "The White Seal", the narrator is trying to get us to see that seals children can no longer swim with kids. Seals can't be too far out in the ocean because the waves take them and when they swim they go under little waves because if they see a big one they will go beyond the depth and will have trouble breathing from all the water they took in instead of oxygen. Seals learn how to swim because if they don't they can be injured and they teach them to use flippers because it teaches them to swim, so when they do have trouble that can help them stay up above sea level.

Flippers will help seals swim because it keeps them sea level and helps them swim when they see a big wave so when they do go under water their feet help them stay up and like they won't get their breath taken away so much like they do. The evidence/moral of this passage is that when they have a flipper it helps them. The narrator is trying to get us to see that if the seals use this it helps in the water other than several of animals dying in the ocean because of the waves and were they only have so much oxygen to take in their lungs.

**Focus & Organization: 1**

The response contains no relevant introduction or conclusion. There is an unclear organizational structure, no focus, and the student fails to clarify any ideas or relationships.

**Development: 1**

The response is comprised mostly of copied and paraphrased lines from the text with no actual text evidence from the first passage, relying at times on personal knowledge to inadequately support their ideas (...the narrator is trying to get us to see that seals children can no longer swim with kids.). As a result, the writing demonstrates very little understanding of, or responsiveness to the task. The writer has only discussed the first passage with no mention of the second passage.

**Language: 1**

The response illustrates almost no use of precise language, little syntactic variety and suffers from the repetitive use of the phrase "the narrator is trying." There are no transitional words or phrases.

**Conventions: 2**

The response demonstrates an inconsistent command of grade level conventions. The response contains frequent errors in apostrophes in contractions, capitalization and spelling. When you weigh the amount of writing to the density of errors, this is a 2.

Kotick who was the little seal he is on his own trying to learn how to use his flippers, As time goes on Kotick gets a little older and enjoys being on land he loves playing games, but he knows he must be in the ocean so Kotick decided that he needs to be in the ocean. "At the end of six months what Kotick did not know about deep-sea fishing was not worth the knowing. And all that time he never set flipper on dry ground. bottom of paragraph 4" After Kotick spends a lot of time on dry land he knows that he needs to be in the ocean so he goes, at six months he never set a flipper on dry ground.

The first man on mars comes back to earth and the people who he is working for let him go and he had forgotten what was out there. 'Now that the unknown had let go of him, he forgot that the unknown had any terrors. top of paragraph 6" The first man on mars came back to earth and the people who he was with let him go and the man didn't know what was out there.

**Focus & Organization: 1**

The response lacks both an introduction and a conclusion. There is no evident organizational structure or focus to the writing, and ideas are difficult to follow, especially without transitional phrases to connect ideas.

**Development: 1**

The writer inadequately develops the topic. For the first passage, the writer presents a summary of Kotick and his activities heavily relying on the text. The writer, when discussing the White Fang passage, inappropriately pivots away from the specifics of the passage and instead attempts to develop the essay with personal observations that are not supported by the events in the text (The first man on mars comes back to earth and the people who is working for let him go...). The writing reflects little understanding of the topic, task, and stimuli.

**Language: 1**

The response demonstrates little to no use of precise language. The paper lacks any transitional words or phrases and is too limited to establish a sense of tone.

**Conventions: 2**

The response demonstrates an inconsistent command of grade level conventions. The response contains frequent errors in spelling and terminal punctuation. When you weigh the amount of writing to the density of errors, this is a 2.

In passage 1 in paragraph 1 it says that little seals can not swim any better than little children can so if a little seal is without a mom or dad it will have a hard time trying to live on its own but it still can because in passage 2, paragraph 8 it says that the cub was learning and it knows to not get too close to living things because to expect the unexpected from them.

The little seal is learning over time so over time it will know what to do when a shark or something tries to eat it you know over time like in paragraph 8 it says that he or she is learning over time but it is just like the same in paragraph 2 when he was flounderedly playing with the waves but looked out for the big waves that looked like they could hurt him because when he was small he could have drowned.

In paragraph 2 it tells you at the end that he truly belongs to the water so as you can see that in paragraph 9 that he starts travelling very clumsily like all little kids do when they grow up but he kept hitting sticks and things but over time he came to know not all things not alive were all the same.

In paragraph 8 it says that the little seal was learning that the things that are alive are not ok to get next to because he does not know what they will do but he finds out that the things that are not alive are sometimes ok to be next to but then in paragraph 9 he finds out that he should not always get so close to the things that are not alive because they are not good to get next to.

It shows you that the little seal just keeps learning new things like in paragraph 2 he learns to be careful of the big waves that could hurt him or her then in paragraph 8 he learns that not all things are good and to not get next to the things that move and all that and then last but not least he finds out that in paragraph 9 when he moves the little rocks around but can't move the big ones so good because it is just not as easy to move the big ones as to the small ones.

### **Focus & Organization: 2**

The response demonstrates somewhat effective focus and organization. The absence of both an introduction and conclusion is a significant flaw, as the response is not a unified whole. The structure of the topic sentences is formulaic (In paragraph \_\_\_\_); however, the ideas are somewhat organized, as the elements from the first passage are grouped together.

### **Development: 2**

The writer partially develops the topic as only the first passage is discussed. As noted above, the lack of both an introduction and conclusion hinders the effectiveness of the writing; the response launches into discussing the passage before establishing the topic for the reader. For the passage discussed, the response includes brief elements of relevant textual evidence, and the related observations are correct. However, these observations move quickly and remain superficial. The development reflects understanding of the topic, task, and stimuli, but additional exploration of the passages would be needed to achieve a higher score point.

### **Language: 1**

The response demonstrates little to no use of precise language and lacks any transitional words or phrases. The response is too limited to establish a sense of tone.

**Conventions: 1**

The response demonstrates a limited command of grade level conventions. The response has numerous errors as each paragraph is one long run-on sentence combined with errors in spelling, usage, and incorrect use of apostrophes which tend to impede meaning.

In both paragraphs the animals try something new and learn from their mistakes. Like in the first passage the baby seal was pulled into the ocean but barely made it back. It was the first time he had tried. As stated in the text, "Little seals can no more swim than little children, but they are unhappy till they learn." when he was pulled out in the ocean he didn't know how to swim because he was still a baby. passage one stated, "After that, he learned to lie in a beach pool and let the wash of the waves just cover him and lift him up while he paddled, but he always kept his eye open for big waves that might hurt." This shows he learned from his mistakes and to pay attention to his surroundings.

In passage two it also has an animal who is trying something new and is frightened. A wolf cub was the first to reach Mars. He knew nothing about the place. As stated in passage two, "without any antecedent knowledge, without any warning whatever that such existed, he found himself an explorer in a totally new world." He was in a new place he knew nothing about, and he was scared because he had no knowledge about the place he is in. he ran into sticks and twigs and seen animals.

Both passages give us a situation where someone is in a new place and is trying something new. but they both learn something new about their experiences on new things, and they both learnt that you learn from your mistakes.

### **Focus & Organization: 2**

The response demonstrates an attempt at organization. There is a brief, weak introduction (In both paragraphs the animals try something new and learn from their mistakes.), and the later development is grouped logically, as the writer discusses each passage separately. A conclusion contributes to a sense of unification.

### **Development: 2**

The response basically consists of two sections, where the explanation of the first passage is somewhat effective, and the explanation of the second is not as effective contributing to uneven development. With the "White Seal" passage, the writer attempts to engage with the text noting how the seal has tried something new and attempted to learn from the mistakes through supported textual evidence. However, when discussing the "White Fang" passage, the writer tends to pivot away from the specifics of the text and instead attempts to develop the paragraph with personal observations (He was in a new place he knew nothing about, and he was scared because he had no knowledge...). Overall, there is only a partial understanding of the topic, task, and stimuli.

### **Language: 2**

The writing demonstrates an inconsistent command of precise language and vocabulary, as there is repetition of both words and phrases (As stated in the passage; both passages...) and ideas. There is some syntactic variety, as the response has a mix of simple and compound sentences, although not all sentences are successful. There are no transitional words or phrases to help unify the response; however, there is some evidence of a formal style and objective tone.

**Conventions: 2**

The response demonstrates an inconsistent command of grade level conventions. Most capitalization and simple sentence construction are generally correct. There is some evidence of correct grammar and punctuation, although errors are present in spelling, compound words, and contractions. When comparing the amount of writing with the density of errors, this response is a 2.

In both the "The White Seal" and the "White Fang" excerpts the main character is learning about their environment. This lesson is very important because if you don't know about your environment you might get injured, or lost.

In "The White Seal" first learned to swim. The passage says "After that, he learned to lie in a beach pool and let the wash of the waves just cover him and lift him up while he paddled," this shows that after a bad experience in the water he was still trying to learn to swim. Once he was a proficient swimmer he started learning about his environment. "This was one of very many things that Kotick learned, and he was always learning," is what the passage states towards the end.

In "White Fang" we are introduced to a cub exploring his environment. He learns what things are alive and what aren't "But the cub was learning. His misty little mind had already made an unconscious classification. There were live things and things not alive." He learned to control and calculate how he walked and how to navigate his surroundings. "But with every mishap he was learning. The longer he walked, the better he walked. He was adjusting himself" is what the passage says about what he was learning.

It is always good to learn about one's surroundings. Learning about where you are and how to survive there is crucial to living.

### **Focus & Organization: 2**

The response demonstrates an attempt at organization with a somewhat relevant introduction. The writing is organized logically, in that ideas related to each passage are grouped together, but the focus from sentence to sentence within the two body paragraphs is inconsistent. This weaker focus and connection between ideas is related to the superficial development. A conclusion contributes to a sense of unification.

### **Development: 2**

The writer partially develops the topic. While the introduction establishes the relevant passages, the effort is weak, as the development is wordy and repetitive (is learning; he learned; Kotick learned; he started learning; he learns; he was learning). With the "White Seal" and "White Fang" passages, the writer includes relevant textual evidence, but the related observations remain thin and superficial. A brief conclusion modestly works to wrap up the writing.

### **Language: 2**

The writing demonstrates an inconsistent command of precise language and vocabulary, as there is repetition of both words and phrases. There is some syntactic variety, as the response has a mix of simple and more complex sentences, although not all sentences are successful. There are no transitions in place to help the essay move from topic to topic.

### **Conventions: 2**

The response demonstrates an inconsistent command of grade-level conventions. Correct capitalization, usage, and punctuation is evident, but inconsistent. There are a few distracting errors in spelling and missing commas. Overall, the composition is a 2.



After reading excerpts from "The White Seal" by Rudyard Kipling and "White Fang" by Jack London, you can convey that in both passages a character learns a lesson that is important. One lesson that a character learns is to never give up. Another lesson that a character learns is new things are not as bad as they seem. Both passages convey a lesson that a character learns, which are important.

One lesson that a character learns is to never give up. This is important because if you never give up on a goal you will achieve it. For instance, in paragraph 2 it says, "...and all that while he floundered in and out of the water, and coughed and grunted and crawled up the beach and took catnaps on the sand, and went back again, until at last he found that he truly belonged to the water." This shows that Kotick never gave up and he finally realized that he belonged to the water. Seals have to learn to swim because they swim all the time. According to the text, in paragraph 2 it says, "...but he always kept his eye open for big waves that might hurt." This shows that even when there are bad things trying to achieve a goal, just watch out and keep going. If a seal never learned to swim they wouldn't be able to be with their family or any other seals because that is how they travel far.

Another lesson that a character learns is new things are not as bad as they seem. This is important because if you never experience something you won't know if you like it. For example, in paragraph 6 it says, "But the cub was learning. His misty little mind had already and unconscious classification. There were live things and things not alive." This means that the cub finally went outside to give it a try and see what the outside world is like. The cub is learning and could eventually like the outside and know everything about it.

In conclusion, both excerpts show a lesson that is important. Kotick learns to swim, which is mandatory for a seal. The cub tries going outside to witness the world, and learns new things. These lessons are important because they show to never give up and try new things. Lessons in a story can help the reader too.

### **Focus & Organization: 2**

The response demonstrates an attempt to use organizational strategies using a sequence format; After reading, One lesson, Another lesson, In conclusion. There is a lack of focus in this response, however, there is an attempt to clarify some relationships among their ideas.

### **Development: 2**

The response partially develops the topic. While the introduction establishes the relevant passages, the effort is weak, as the development is wordy and repetitive limiting the effectiveness of the writing. The response utilizes mostly relevant evidence from the passages; however, the reasoning is superficial for the lessons learned. A conclusion contributes somewhat to wrap up the writing, but some irrelevant information (Lessons in a story can help the reader too.) limit the writing.

### **Language: 3**

The writing demonstrates a consistent command of precise language and vocabulary (you can convey, not as bad as they seem, you will achieve it, finally realized, if you never experience, could eventually, which is mandatory). The response demonstrates a consistent command of syntactic variety, as there are more complex sentences than simple sentences present. The transitional phrases (One lesson, Another lesson, In conclusion) are not sophisticated, but

they adequately organize the writing and shift the focus from one topic to the next. The writing establishes and maintains a formal style and objective tone.

**Conventions: 3**

The writing demonstrates a consistent command of grade-level conventions. Sentence construction is very good in both simple and complex sentences, and the comma punctuation is somewhat consistent. There are a several errors in spelling and some missing commas, however, these errors do not significantly interfere with meaning.

The seal and the cub both learned new lessons throughout their journey. They first get their lessons from their parents or caretakers. The white seal learned his first lesson from his mother. She sang him a song about swimming. The seal had to find his own way to do things. He made very many mistake. For example, he couldn't swim well to get his food. He also ran into some danger but thankfully he survived.

From passage two a cub was born. He didn't know anything that was going on. He had no knowledge on how to do anything. Once the unknown let him go he had to find everything on his own. As he kept exploring his mind started developing more knowledge. Like the white seal the cub also made many mistakes. The cub was still learning because, the longer he walked the more he caught on.

The white seal learned many things throughout his journey. His first lesson from his mother taught him how to swim which is very important. It's important because seals live in the water and he has to know how to swim to live. Another important lesson he had was about the killer whale. If he hadn't known what the killer whale was then he would've ate him. Matukah taught him how to swim like a dolphin and find fish. That lesson is important because he wouldn't know how to escape from danger, and get the food he needs to survive.

In passage 2 the wolf cub taught himself how to survive without any knowledge. The first lesson he taught himself was, when he ran into the squirrel which helped his courage. It made him become more confident when he met the other animals but, sometimes the other animals were rude. Which taught the cub a lesson that the thing to expect of them was the unexpected, and he must be prepared. That is very important, because he could die if he's not prepared. He learned that small things were more liable than larger things to fall or move so he wouldn't get hurt. The longer he walked, the better he became more mature.

In conclusion both passages taught the seal and wolf to become more independent. It also taught them to challenge themselves.

### **Focus & Organization: 3**

The response contains a relevant introduction and conclusion. The writing is adequately organized with a clear beginning, middle, and end. Within the writer's discussion is embedded textual support (not directly quoted) for each passage which is grouped together in a logical way that is easy to follow. The introduction and conclusion reference both passages together in a way that avoids confusion.

### **Development: 3**

The response includes relevant and specific evidence from the passages to support the topic. The writer engages with the texts and provides some relevant observations and insights for both passages (....both passages taught the seal and wolf to become more independent.....taught them to challenge themselves.) However, movement through these moments of insight is quick, and more elaboration of these ideas would strengthen the response. The writing reflects a sufficient understanding of the topic, task, and stimuli.

### **Language: 3**

The writing demonstrates a consistent command of precise language and vocabulary (journey, parents or caretakers, some danger, thankfully he survived, kept exploring, developing more knowledge, without any knowledge, more confident, rude, unexpected, liable, mature, independent, challenge themselves.). The response demonstrates a consistent

command of syntactic variety, as there is a combination of simple, compound, and complex sentence structures. The writing establishes and maintains a formal style and objective tone.

**Conventions: 2**

The response demonstrates an inconsistent command of grade-level conventions. Capitalization and simple sentence construction are generally correct. However, there are multiple errors with spelling, missing apostrophes in contractions, and usage which sometimes interfere with meaning.

In the texts, "The White Seal" by Rudyard Kipling and "White Fang" by Jack London. It is two stories explaining when they are little and start experiencing life. What they have to go through. In the White Seal the little one taking lessons, and songs from his mother. He wasn't happy until he figured it out. The waves would push him back but he didn't stop trying. While so he learned how to lounge in the beach pool and let the waves just over power him. Although he would watch out for the big waves that would come. "Floundered in and out of the water, he coughed and grunted, crawled up to the beach and took catnaps". He would watch out for whales and sharks too. A big push for him was his mother's inspirational songs that would teach him lessons in life. "how to jump three or four feet clear of the water like a dolphin".

The cub from White Fang also learns from experience. He explored and lived on his own. He's realizing things in life steps into the real world such as the "wall of the world". The cub is compared to the first man on the moon. Walking into the real world vs walking on the moon for the first time. He goes through different animals learning how they do. He didn't think the real world was terrible. He did not really know how to act when he went around the animals. "A squirrel was badly scared, it ran away savagely". "Such was his confidence, that when a moose bird hopped up to him he reached out a paw, the result was being pecked". The cub realized that this world was made up of living and non living things. He traveled clumsy but "the longer he walked the better he was getting at it".

Although the two stories are different, they both have a meaning they can compare to. They both experienced how hard life is and what you're gonna go through. Growing up is hard too. They also had to learn how to learn things on their own and kind of teach themselves. Always never give up. Both cub and seal went through a hard time but they got through with it.

### **Focus & Organization: 3**

The response has a relevant introduction and conclusion. There is a clear attempt to follow a structure of organization using an introduction, two body paragraphs, and a conclusion. This paper is mostly a unified whole.

### **Development: 3**

The writer uses relevant and specific evidence from both passages to support their ideas. The evidence is explained and somewhat elaborated on but not to the point of being insightful, but it is sufficient and adequate. The writer does offer some original thought, in the first paragraph ("It is two stories explaining when they are little and start experiencing life. What they have to go through."). The writer also has some analysis in the second paragraph. This demonstrates a sufficient understanding of the topic, task, and stimuli.

### **Language: 3**

The response illustrates a consistent command of language and specific vocabulary words and phrases (experiencing life, figured it out, lounge, explored, realizing, compared to, terrible), which add to the effectiveness of the response. The writer has a consistent command of syntactic variety with simple, compound, and complex sentence structures.

### **Conventions: 2**

The response demonstrates an inconsistent command of grade-level conventions. There are frequent errors in spelling, grammar, usage, and fragmented sentences that sometimes interfere with meaning.

These two passages teach the character lessons about life and anything else that they imply too. The two passages are "The White Seal" and "White Fang." The lessons that they learn are important because they can carry them through life. Lessons can be learned throughout anybody, animals too! Maybe the lessons compare.

In "The White Seal" there is a baby seal who is trying to learn how to swim. The seal's name was Kotick, he went down to the sea and a wave took him out farther than where he can swim in. Another wave came in and pushed him back to the shore before he drowned. The baby seal was scared of the water until one day he overcame his fearfulness and realized that the water is where he belonged. In paragraph 4 it says, "Matkakh taught him to follow the cod and the haddock along the under-sea banks and wrench the rocking out of his hole among the weeds; how to dance on the top of the waves when the lightning was racing all over the sky; how to jump three or four feet clear of the water like a dolphin, flippers close to the side and tail curved, and etc. Basically the lesson he learned was he was stressing about all this stuff and didn't even need to know it and he overcame his fear of the sea.

In "White Fang" there is a wolf cub who comes out into the world for the first time. He came out and climbed up into a tree and was aware of all the world-like things. In paragraph 6 it says, "A squirrel, running around the base of the trunk came full upon him, and gave him a great fright. He cowered down and snarled." This shook up the cub and he came out of his shell and wasn't scared anymore. He was making conclusions about living things and things not alive. He knew living things moved and things not alive stayed in one place. He eventually started exploring and seeing sticks and other things. One time he overstepped and hit his nose and he did it more than once. Then he calculated his own strengths and how to get between certain objects. The lesson he learned was once he gets the hang of something he doesn't have to be afraid anymore.

These lessons compare because both of them had to overcome one of their fears. They knew they had to do it once in their lifetime so they had to try as little babies. The cub and the seal are just like little kids when they try something new. All they needed was encouragement to tell them that they can do it. The cub had the woodpecker and the moose-bird. The seal had Matkakh. These contrasts because the seal had to learn how to swim which is much more complicated than just going into the world. The cub just explored the forest alone and had fun by himself.

In conclusion, these lessons can help both of the animals throughout their WHOLE life. As they get older they get stronger and faster and perfect what they learned when they were kids. This can also help humans if they have a fear and need to get over it but they need someone to encourage them. I also had a fear to overcome and my coach helped me. To wrap it up, these were very inspiring and great for us to read.

### **Focus & Organization: 3**

The response contains a relevant introduction and conclusion. The writing is adequately organized with a clear beginning, middle, and end. The relevant discussion for each passage

is grouped together in a logical way that is easy to follow. The introduction and conclusion reference both passages together in a way that avoids confusion.

**Development: 3**

The writer develops the topic with relevant and specific evidence from both passages to support ideas. The writer engages with the texts and provides some relevant observations and insights for both the seal and cub relationships with the outside world, although more insight and less straight retelling of story events would enhance the writing. The writing reflects a sufficient understanding of the topic, task, and stimuli.

**Language: 3**

The writing demonstrates a consistent command of precise language and vocabulary (throughout, fearfulness, stressing, overcame, eventually, overstepped, calculated, encouragement, complicated, explored, inspiring). The response demonstrates a consistent command of syntactic variety, and there are more complex than simple sentences present. The writing establishes and maintains a formal style and objective tone.

**Conventions: 3**

The writing demonstrates a consistent command of grade-level conventions. Sentence construction is very good in simple, compound, and complex sentences, and the comma punctuation is done well. There are a few errors in spelling, usage, and a comma splice, however, these errors do not significantly interfere with meaning.

Sometimes it's hard to adapt to the new obstacles and situations that are placed in front of us. In "The White Seal" and the "White Fang" the main characters are challenged with new surroundings, difficulties, and dangers. Through these challenges, the characters adapt to their new environments by learning lessons through their many mishaps.

In the first passage, "The White Seal" the main character, a young seal, is faced with many threatening obstacles that later teach him important life lessons. Kotick soon faces his first challenge; As he's exploring his new surrounding, the fierce ways of the enduring ocean, " a wave carried him out beyond his depth, and his big head sank and his little hind flippers flew up" (Kipling, 1). This teaches Kotick to be more careful with his expeditions, and he begins to practice his paddling and using his flippers in a small, safe beach pool. It was important for Kotick to learn this lesson, because if he didn't, he would have been endangered by the waves many more times. Kotick's second challenge is not necessarily because of the sea itself, but because of the predators within it; " Now and then he would see a thin fin, like a big shark's fin, drifting along close to shore... and Kotick would head for the beach like an arrow, and the fin would jig off slowly" (Kipling, 3). Kotick learned to pay attention to his surroundings and how to escape the dangers of the oceans predators by his experience through these terrifying situations. Facing these horrific situations is essential for his survival, because if he didn't learn how to escape the wrath of predators, he would eventually be eaten. Therefore, although Kotick went through many challenges, they all positively influenced his life in the end by teaching him necessary lessons.

In the second passage, " The White Flag", the main character, a wolf cub, is trialed with scary circumstances that will later form many essential life lessons. The wolf cub is faced with his first challenge when he is exploring his new territory; " A squirrel, running around the base of a trunk, came full upon him, and gave him a great fright" ( London, 6). This scare helped the cub build up his courage and confidence, and without that, he wouldn't be able to withhold his fierce role as a wolf. The wolf faced his second trial when he realizes not all nonliving things are not active in his life; " Sometimes he overstepped and stubbed his nose"( LONDON, 9). Through these challenges, the wolf cub learned to be careful around his surroundings, and without this, his clumsy mistakes would cause him pain. THrough the wolf cub's mishaps he learned many important life lessons.

As both characters faced many challenges, each challenged positively influenced them by teaching them many life lessons they need to know in order to survive.

### **Focus & Organization: 3**

The response has a relevant introduction and conclusion. There is an attempt to follow a structure of organization using an introduction, two body paragraphs and a conclusion. The paper is mostly a unified whole.

### **Development: 3**

The writer uses relevant and specific evidence from both passages to support their ideas. The evidence is explained and somewhat elaborated on but not to the point of being insightful but is adequate and sufficient. The student does offer some original thought, in the first paragraph (Through these challenges, the characters adapt to their new environments by



learning lessons through their many mishaps.). The writer also has some analysis in the second and third paragraphs. This demonstrates a sufficient understanding of the topic.

**Language: 4**

The response demonstrates a consistent and sophisticated command of precise language and vocabulary, utilizing vivid, specific word choices that enhance the writing (obstacles and situations, new surroundings, difficulties, and dangers, threatening, expeditions, endangered, predators, horrific situations, positively influenced, trialed, courage and confidence). The response also displays a sophisticated command of syntactic variety, skillfully using a blend of simple and more complex sentences. Although the paragraph transitions are simple, the writer's use of introductory clauses effectively connects ideas within paragraphs (Through these challenges, As he's exploring). Finally, the response establishes and maintains a formal style and objective tone.

**Conventions: 4**

This response demonstrates a consistent and sophisticated command of language conventions. In addition to demonstrating skill with correct capitalization, spelling, punctuation, and grammar, this response includes correctly formatted quotation marks surrounding book titles, parenthetical citation, and multiple instances of complex sentence constructions with correct usage of semicolons.

You do not know how to do evrything when you are first born,you have to learn.Lessons are important when going through life because they give you more experience and help you learn about things that you did not know about.In the articles "The White Seal" and "White Fang" it talks about new born animals learning new things about life.There are three main morals or life lessons that could be hepful when learning about life.Those three lessons are trying new things,not giving up,and learning from your mistakes.

How does trying new things help new borns with life.Today people are doing things that are complicated but they weren't born knowing how to do these things.Everyone had to learn to do the things they are doing now.In the excerpt from "The White Seal" a new born seal is trying to learn how to swim in the great big ocean.The seal does not know how to swim when he is born and if he doesn't try then he never will.Learning how to swim is important for this baby seal because he wouldn't be able to hun,explore,or travel with the others.Just like human babies,they have to learn to walk when they are born.So trying new things does help you in life.If you don't try you'll never succeed.

When trying to learn something new gets hard don't give up.In both articles "The White Seal" and "White Fang" both the seal and the cub face challenges ,but this does not stop them beacuse they want to learn.The cub is exploring the enviornment on his own and has no prior knowledge about it.When he comes to an obstacle he doesn't turn back he keeps going because he wants to know about his world.The baby seal has to learn to swim and no matter how hard it is for him he doesn't stop.Determination is a key part in not quitting or not giving up.If you stop it means you don't want to learn,and in the seal's case he could possibly drown if he doesm't learn.His condition is tricky but giving up won't help.

Making mistakes is one of the most important lessons for the two animals,they make mistakes and then know not to do it again.In the exceprt from "The White Seal" the seal is trying to learn to swim but he makes a big mistake.He doesn't pay attention to what he is doing and got carried out by a wave and almost drowned,but another wave brought him back to shore.This was good so now he will know not to go out into a big wave.The cub in the excerpt from "White Fang" didn't think about the terrors of the world,he was only aware of his curiosity.This may have been a mistake from him because he soon realized that there were other live animals his enviornment and that they were not all nice.After his experience with other animals he learned to stay away from them.Mistakes do help you in life and learning from them helps you even more.

Not giving up,trying new things,and learning from your mistakes are three morals that are good to know when going through life and learning about life.Both the cub and the baby seal from the passages "The White Seal" and "White Fang" learned what they wanted to because they tried new things,they didn't give up, and they learned from their mistakes.Obstacles and challanges are tough to face sometimes but if you keep going you'll get there just like the baby seal and cub did.

#### **Focus & Organization:4**

The response contains a relevant and effective introduction and conclusion. The writer has a clear focus and effectively clarifies relationships among ideas, citing examples from both passages. Each body paragraph is focused on an idea.

#### **Development: 4**

The response uses well chosen, relevant, and sufficient evidence from both passages to thoroughly and at times, insightfully develop the topic. The student clearly understood the

prompt, task, and stimuli. The fourth paragraph shows an example (and there are many in this paper), of insight; "Mistakes do help you in life and learning from them helps you even more."

**Language: 3**

The writing demonstrates a consistent command of precise language and vocabulary (experience, complicated, you'll never succeed, challenges, exploring, obstacle, determination, tricky, curiosity, morals). The response demonstrates a consistent command of syntactic variety, and there are a mix of simple, compound, and complex sentence structures. The transitional phrases are not sophisticated, but they adequately organize the writing and shift the focus from one topic to the next. The writing establishes and maintains a formal style and objective tone.

**Conventions:3**

The writing demonstrates a consistent command of grade-level conventions. Sentence construction, capitalization, punctuation and spelling is generally correct. There are a few errors in spelling, a comma splice, and missing conjunctions connecting sentences; however, these errors do not significantly interfere with meaning. While the control of conventions is consistent, the writing lacks the sophistication of more complex constructions, limiting the writer's opportunities to display more advanced language skills. This is considered a high score point 3.

Each of the characters in passages One and Two learn that the more that one does something, the better they will get at it. This is shown in Passage One when the baby seal was first learning how to swim. This is also shown in Passage Two when the wolf cub is first discovering the nature and wilderness around him. They both take a while to learn how to accomplish the tasks that they need to, but after some time and practice, they get through everything they need to just fine. All it took was a little bit of repetition.

In Passage One, a baby seal is attempting to learn how to swim. He was scared at first, and nearly drowned if it weren't for a lucky wave, but he kept trying and trying to swim, no matter the cost. As he grew up, he kept attempting it, and eventually got to where he was swimming like every other seal out there. Now, he still had to learn how to hunt and everything, which he did, but he did it the same way that he learned how to swim, he kept practicing. He learned so many skills that kept him alive just by doing things over and over again until they basically became muscle memory.

This sort of event is also shown by the wolf cub in Passage Two. The wolf cub was scared of pretty much everything nature threw at him, until he eventually got used to it simply because it kept happening. The more it happened, the less scared he got. Adding on to that, when he first started adventuring through the forest, he would run into twigs, sticks, pebbles and many more of nature's non-living items. However, as it says in the passage, "But with every mishap he was learning (Jack London, 1)". This shows that every time the cub would mess up, he would learn from that mistake, until he had practiced long enough to where he was walking over everything in the forest. As the old saying goes, practice makes perfect.

These lessons are incredibly important to take into our own lives as well. These sort of events don't only happen to animals like wolf cubs and seals, but people as well. We can learn from the lessons that these articles teach and apply them to our everyday life. If one were to practice something every single day, they would eventually get better at it, which is incredibly important to know how to do in the modern, outside world. Those are the lessons that the two animals learn in the passages and why they are incredibly important.

**Focus & Organization: 4**

The response contains a relevant and effective introduction and conclusion. The student creates a unified whole using effective organizational strategies and has a clear, precise thesis statement (Each of the characters.....learn that the more that one does something, the better they will get at it). The writer effectively clarifies relationships among their ideas and concepts to create cohesion.

**Development: 4**

The writer thoroughly and insightfully develops the topic. The effective introduction engages the reader, establishing the passages, characters, and central themes to be explored within the response. The writer discusses both passages, supporting ideas with well-chosen, relevant textual evidence. The writer demonstrates a strong grasp of the passages, providing accurate and thoughtful observations about the respective animals, effectively contrasting them; this reflects a thorough understanding of the topic, task, and stimuli.

**Language: 3**

The writing demonstrates a consistent command of precise language and vocabulary (discovering, wilderness, accomplish, repetition, eventually, skills, basically, muscle memory, adventuring, incredibly, modern)). The response demonstrates a consistent command of syntactic variety, and there are a mix of simple, compound, and complex sentence structures. The transitional phrases are not sophisticated, but they adequately organize the writing and shift the focus from one topic to the next. The writing establishes and maintains a formal style and objective tone.

**Conventions: 4**

The response demonstrates a consistent, sophisticated command of conventions. The response contains a few minor errors that in no way interfered with meaning.

Learning is a part of life, especially when one is young and has no experience. This is true both in human life and in animal life. "The White Seal" and "White Fang" show this through the protagonists of their stories. The lesson each character learns is that living in nature isn't easy, but is the only way to live.

"The White Seal" emphasizes this lesson because Kotick, the protagonist, struggles his way to success. For example, "The first time Kotick went down to the sea a wave carried him out beyond his depth, and his big head sank and his little hind flippers flew up exactly as his mother had told him in the song, and if the next wave had not thrown him back again he would have drowned." ("The White Seal" paragraph 1) This shows Kotick struggling his way to success because this first attempt taught him that he shouldn't go beyond what he is able. The only thing stopping him from death was a wave of pure and utter luck. Another thing the experience helped him learn how to live in and on the water because it taught him not only to know his limitations, but to be wary of those limitations. Simply knowing what one can and can't do is useless if one does not apply them to his or her life. Kotick now knows how far he can go before it becomes dangerous for him, but if he does not apply that and stay within that area until he is sure he is ready to go beyond it, it does him no good and can only lead him again to death. However, "he found that he truly belonged in the water." ("The White Seal" paragraph 2) The place Kotick wanted to live was in the water because he felt that it was where he was meant to be, which emphasizes that the sea was the only option for him.

"White Fang" also shows that living in nature is dangerous but the only option because it shows that learning as one goes along is a part of life, and can only expect of others that which is not normal. "The things not alive remained always in one place, but the live things moved about, and there was no telling what they might do. The thing to expect of them was the unexpected, and for this he must be prepared." (White Fang" paragraph 8) The cub's experience taught him to not only expect the unexpected, but to be prepared for whatever the unexpected is. He couldn't traipse around without a care in the world, otherwise the predators hidden in the shadows could easily pick him off. Instead he has to expect danger around every corner and expect what is normally left unthought of. However, as he is learning how to live in the wild, the wild is making its way inside the cub's heart as his home.

"The White Seal" and "White Fang" both show that nature can be cruel to animals, but is the only place they have to live. Despite animals' struggle through life against predators, starvation, thirst, climate changes, and many other difficulties, they, quite literally, grit their teeth and bear it because not only is it the only way they know how to live, but it is also the only way they want to live.

#### **Focus & Organization: 4**

The response contains a relevant and effective introduction, which assists in setting up this focused paper. The student clarifies relationships among their ideas and creates cohesion. Each body paragraph is clearly focused on an idea, followed by evidence and analysis. The conclusion is effective and thought provoking, leaving the reader with a furthered idea (*"Despite animal's struggle through life.....because not only is it the only way they know how to live, but it is also the only way they want to live."*).

**Development: 4**

The response uses well chosen, relevant, and sufficient evidence from both stimuli to thoroughly develop the topic. The student had a clear and insightful understanding of the task, stimuli, and topic. The effective introduction engages the reader, establishing the passages, characters, and central themes to be explored within the response. The writer discusses both passages, supporting ideas with well-chosen, relevant textual evidence.

**Language: 4**

The response demonstrates a consistent and sophisticated command of precise language and vocabulary (*protagonists, emphasizes, struggles, utter luck, limitations, wary, option, dangerous, predators, traipse, t hidden in the shadows, starvation, climate changes, literally*). The response also displays a sophisticated command of syntactic variety, skillfully using a blend of simple, compound, and complex sentence structures. Finally, the response establishes and maintains a formal style and objective tone.

**Conventions: 4**

The response demonstrates a consistent command and sophisticated command of language conventions. In addition to consistently correct capitalization, spelling, punctuation, and grammar, this response includes correctly formatted book titles, parenthetical citation, and complex sentence constructions.

Kotick, the baby seal from the passage "The White Seal" and the wolf cub from "White Fang" both learn the basics in their life about surviving in their environment. The wolf cub learns more about the abiotic and biotic organisms that surround him, while Kotick learns how to adapt to the waters. These lessons are important in their lives because they need to know these skills to keep them alive. They both learn these skills from either instinct or experience. In both passages, the wolf and seal learn how to avoid danger, their physical abilities, and how to adapt to their physical environment.

One of the main lessons that both animals learn are the dangers they need to avoid. In the first passage, it states, "Now and then he would see a thin fin, like a big shark's fin, drifting along close to shore, and he knew that was the Killer Whale, the Grampus, who eats young seals when he can get them." This explains that Kotick was learning from natural instinct about the dangers in the world he is living in. Also, the second passage says, "There were living things and things not alive. Also, he must watch out for the live things. The things not alive remained always in one place, but the living things moved about, and there was no telling what they might do." In this example, the wolf cub isn't learning from instinct, but from experience. Both of these animals learn their dangers in life, which also helps them learn their limitations.

In the passages, both animals learn their physical limitations on what they can do. In the first passage, it says that a wave carried Kotick out into the depths of the ocean and he almost drowned. After this, he kept practicing and learning to use his flippers until he defied his limitations, soon realizing that he belonged in the water. In the second passage, it states, "He was learning to calculate his own muscular movements, to know his physical limitations, to measure distances between objects, and between objects and himself." The wolf and seal both learn from experience that they have a limited physical ability, and start to realize what he can do with that ability and how it can help him survive, which also leads to how they adapt to their environment.

The passages show how both the wolf and seal learn that their physical abilities can help them adapt to their environment. In the first passage, the passage states, "He was two weeks learning how to use his flippers; and all that while he grunted and crawled up the beach and took catnaps on the sand, and went back again, until at last he found that he truly belonged in the water." The wolf also learns in the second passage, "The longer he walked, the better he walked. He was adjusting himself." The wolf learns how to adapt into his environment through his own physical abilities just through experience. Both the wolf and seal learn their limitations through instinct and experience, which help them adapt and survive.

Both the wolf and seal's instincts and physical traits contribute to their survival. Without these lessons that they learn throughout their lives, they would not be able to survive. These lessons are important in their lives because it gives them a sense of courage and independence. Kotick learns to swim and adapt to the water, while the wolf cub learns how to walk and adapt to his environment. They learn their physical abilities and limitations, their dangers and what they can do to avoid them, and they learn how to adapt to their environment. The two passages give great examples about life lessons and how they help with survival and adapting to the environment.



**Focus & Organization: 4**

The response contains a relevant and effective introduction, which assists in setting up this focused paper. The student clarifies relationships among their ideas and creates cohesion. Each body paragraph is clearly focused on an idea, followed by evidence and analysis. The conclusion is effective and thought provoking, leaving the reader with a sense of completeness ("These lessons are important in their lives because it gives them a sense of courage and independence.").

**Development: 4**

The response uses well chosen, relevant, and sufficient evidence from both stimuli to thoroughly develop the topic. The student had a clear and insightful understanding of the task, stimuli, and topic. The effective introduction engages the reader, establishing the passages, characters, and central themes to be explored within the response. The writer discusses both passages, supporting ideas with well-chosen, relevant textual evidence.

**Language: 4**

The response demonstrates a consistent and sophisticated command of precise language and vocabulary (abiotic, biotic organisms, adapt, instinct, physical abilities, natural instinct, limitations, adjusting, courage, independence, survival). The response also displays a sophisticated command of syntactic variety, skillfully using a blend of simple, compound, and complex sentence structures. Finally, the response establishes and maintains a formal style and objective tone.

**Conventions: 4**

The response demonstrates a consistent, sophisticated command of conventions. The response contains a few minor errors that in no way interfered with meaning.



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