**Progress Probe #1660512: 3rd Grade TCAP Coach Chapter 3 Lesson 26 (Grade 03 RE)**

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| **Teacher Key with Answers** | | | | | |
| **Ques** | **Answer** | **Level** | **Skill** | **Subskill** | **Item #** |
| 1 | B | Moderate | Writing & Research | SPI 0301.3.1 Purpose for Writing [68636] | U43887 |
| 2 | C | Moderate | Writing & Research | SPI 0301.3.2 Identify the Audience [68637] | U44392 |
| 3 | C | Hard | Writing & Research | SPI 0301.3.1 Purpose for Writing [68636] | D134 |
| 4 | B | Moderate | Writing & Research | SPI 0301.3.1 Purpose for Writing [68636] | U52544 |
| 5 | C | Hard | Literature | SPI 0301.8.5 Author's Purpose [69080] | D154 |
| 6 | B | Moderate | Writing & Research | SPI 0301.3.2 Identify the Audience [68637] | U44402 |
| 7 | B | Hard | Writing & Research | SPI 0301.3.1 Purpose for Writing [68636] | D2424 |
| 8 | D | Moderate | Literature | SPI 0301.8.5 Author's Purpose [69080] | U44075 |
| 9 | B | Moderate | Writing & Research | SPI 0301.3.2 Identify the Audience [68637] | U44424 |

**Name:**                                                                         Date:                                   
  
**3rd Grade TCAP Coach Chapter 3 Lesson 26**

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| **Question 1 of 9** | | | | |
| The Wonderful World of Gum  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018870001.gif  **Something to Chew On**  1 People have been chewing gum for thousands of years. For most of this time, people have chewed natural gum. This comes from trees. Ancient Greeks chewed mastiche. This was made from the mastic tree. Ancient Mayans chewed chicle. This was made from the sap of the sapodilla tree. North American Indians chewed the sap from spruce trees. They shared this with the early settlers. The settlers enjoyed chewing gum. They used sap and beeswax to make their own gum.  **Chewing Gum Changes**  2 For many years, natural chewing gum saw no major changes. The settlers who added wax to the sap made the first change to gum in thousands of years. The biggest change for chewing gum took place in 1869, when the Mexican general Santa Anna told Thomas Adams about chicle. He suggested Adams make a new kind of rubber using the chicle. Adams tried to make the rubber, but he was not successful. Still, he did not want to waste all of the tons of chicle he had bought. He used the chicle to make his own gum. This first modern chewing gum had no flavor. He called it 'Adams New York No. 1.' The gum sticks were sold at drugstores. The public was amazed by the gum sticks, and they were a huge sensation.  **Flavors, Bubbles, and More**  3 Adams made one of the first gums with flavor in the 1870s. Soon, many new gums were made. William Wrigley's flavored gums came in the late 1800s. Different shapes of gum were also made. There were tiny pieces. There were small balls of gum, called gumballs, too. The public loved the new gums! Many gum makers tried to make bubble gum. It was a flop. It was too sticky and weak to blow bubbles. Then, Walter Diemer made a better bubble gum in 1928. It could stretch without breaking when filled with air. This was a big improvement for gum. Then, sugarless gum was made in the 1950s. Gum had gone through many changes since 'Adams New York No. 1.'  **Gum Today**  4 Today, gum is more popular than ever. There are over a thousand kinds of gum. The flavors, shapes, sizes, and colors seem to be endless. There is some kind of gum for everyone!  The author's main purpose for writing 'The Wonderful World of Gum' was to — | | | | |
|  |  |  |  |  |
|  | | A. | explain the main purpose of gum | |
|  | | B. | inform readers about the history of gum | |
|  | | C. | describe the different kinds of gum | |
|  | | D. | teach readers to make their own gum | |
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| **Question 2 of 9** | | | | |
| Polar Bears  1 Everyone knows that polar bears have white fur, right? Actually, the answer is no. The hairs on their body are hollow tubes. These tube-like hairs reflect light. Since their surroundings are a backdrop of snow and ice, the bears look white to a person’s eyes.  2 Polar bears are hunters. That means they eat other animals. The main food a polar bear eats is seals. They also eat walruses, whales, and even some plants. In one way polar bears are like bears that live in warmer climates, raccoons, and people. All of these animals will eat both meat and plants. Raccoons often steal food from people’s trash cans.  3 For many reasons a polar bear is well-suited to its Arctic home. Its thick fur coat keeps it warm and makes it difficult for the bears to be seen. The polar bear is a great swimmer. It also has thick, webbed feet that help it walk on cold, frozen turf and swim in the icy water. However, polar bears are in trouble. Their numbers keep going down. If the bears are so well-suited to their homes, why are they in danger? Some of the danger comes from hunters, but the main problem is loss of habitat. As the polar ice melts, the bears have less and less space to live and hunt. Many people are now worried about the melting ice.  This passage was most likely written for \_\_\_\_\_\_\_\_\_ | | | | |
|  |  |  |  |  |
|  | | A. | hunters. | |
|  | | B. | scientists. | |
|  | | C. | students. | |
|  | | D. | adults. | |
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| **Question 3 of 9** | | | | |
| Totem poles were made by some American Indian tribes in the Northwest. They were made from tall, straight logs. Heads of animals and birds were carved into the logs. The Indians painted the carvings and put the totem poles in front of their homes.  Why did the writer write this paragraph? | | | | |
|  |  |  |  |  |
|  | | A. | to tell us about straight logs | |
|  | | B. | to tell us about Indians' homes | |
|  | | C. | to tell us about totem poles | |
|  | | D. | to tell us totem poles are funny | |
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| **Question 4 of 9** | | | | |
| Third Grade Story  1Mike is in third grade. He was just one of the kids in Ms. Brown’s class. Then something special happened. Mike became a superhero! How did it happen? It all started when Mike was on his way home from school.  2It was a rainy day. Then it got very dark. The woman from outer space gave him super powers. Suddenly Mike saw a rocket ship streak across the sky. The rocket ship crashed into the pond. The pond was behind Mike’s house. He ran to the edge of the pond to get a good look. The ground was muddy from the rain. Mike began sliding down the muddy hill. He could not stop himself. Splash! He landed in the water.  3The water was glowing like a bright light. The pilot of the rocket ship was a woman from outer space. Mike helped her push her rocket out of the pond. Then she touched him gently on his head. There was a flash of light. All of a sudden Mike felt very strong. Mike knew he had homework to do. The pilot climbed back into her rocket ship. Then she said, “You are very special now. You are as strong as ten men. You can fly like a bird. Be sure to use your powers to do right and to \_\_\_\_\_ against wrong. Goodbye.”  Why did the student probably write this story? | | | | |
|  |  |  |  |  |
|  | | A. | to inform readers | |
|  | | B. | to entertain readers | |
|  | | C. | to solve a tricky problem | |
|  | | D. | to describe a beautiful pond | |
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| **Question 5 of 9** | | | | |
| Read the passage.  Jackson Carter is my friend. He is running for class president. He is kind to everyone and has great ideas. I believe he will be a great leader. Please vote for Jackson on Monday, May 8th.  What is the author's purpose? | | | | |
|  |  |  |  |  |
|  | | A. | to inform | |
|  | | B. | to trick | |
|  | | C. | to persuade | |
|  | | D. | to entertain | |
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| **Question 6 of 9** | | | | |
| The Trip  1 The twins could not have been more excited. Andy was smiling from ear to ear as he got into the car. His sister Jan and their mother were already inside with their seatbelts fastened. The day my children had been waiting for had finally arrived. I felt like teasing them as I got behind the wheel in the driver’s seat. “So where are we going?” I asked as if I did not remember. Of course I remembered perfectly. We had been planning this trip for a month.  2 Jan wanted to try the roller coaster even though she was a bit scared. Andy was eager to go on slides and tube rides in the water part of the park. I told Jan to take a notepad and pen from the pocket on the car door. I helped the twins make notes about their ideas. “You will have about six hours,” I told them. “If you plan things out in advance, you will not waste time. We will be there when the park first opens. Be smart and start with the rides that will get busy later in the day.”  3 When we arrived at the park, we all agreed to meet for lunch at 12:00. At noon sharp, we met at the food court for pizzas and salads. Then we all went our separate ways for the rest of the morning. Mom went with Andy. He spent his time on water rides. I followed Jan as she worked up her nerve and rode on the roller coaster. She thought it was thrilling. Then she rode on other rides right up until lunch time.  4 After lunch, the twins switched what they did. Jan and I tried out the rides in the water park. Andy and his mom went on the roller coaster. At 4:00, I went to get the car. At three o’clock, we all met as we had planned at lunch. The children begged for more time. Their mom and I agreed to give them one more hour. By ten minutes after four o’clock, we were on our way home. On Monday we would be back to our usual school and work schedules. It had been a wonderful day for us all!  This passage was most likely written for \_\_\_\_\_\_\_\_ | | | | |
|  |  |  |  |  |
|  | | A. | young children. | |
|  | | B. | parents with children. | |
|  | | C. | amusement park workers. | |
|  | | D. | elementary school teachers. | |
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| **Question 7 of 9** | | | | |
| Bats are unusual creatures. They have wings and can fly, but they are not birds. They are actually mammals. Also, they are nocturnal. This means they stay awake at night and sleep during the day. Bats cannot see very well, so they use sound to guide them. Bats are very interesting. | | | | |
|  | | | | |
| What is the author's purpose for writing the passage above? | | | | |
|  |  |  |  |  |
|  | | A. | to entertain | |
|  | | B. | to inform | |
|  | | C. | to persuade | |
|  | | D. | to confuse | |
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| **Question 8 of 9** | | | | |
| Ben's Experiment  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018873101.gif  1 Benjamin Franklin was born in Boston in 1706. His family was poor. He went to school for only two years. Still, he became a printer, an inventor, a writer, and a leader of our country. Whatever he did, he did well! He was one of the best-loved men of his day. To learn all about him, you would have to read a library full of books. Here are a few facts about Ben.  **Ben's Early Years**  2 When he was a boy, Ben Franklin loved to read and to experiment. He found lots of exciting ideas in books. He was always searching for a better way to do things. As he read and watched the world around him, his genius for inventing things grew by leaps and bounds.  **Ben's Kite Experiments**  3 One interesting idea of Ben's helped him to have fun the easy way. When he was young, he loved to swim. He found a way to make this sport even more fun. One day he attached a kite string to a stick that he held with both hands. Then he lay on his back in the pond. As the wind moved the kite, the kite pulled him through the water. That, of course, was only his first experiment with a kite.  4 Another kite experiment of Ben's is supposed to have taken place many years later. On a stormy night in June of 1752, Ben went out to prove that lightning and electricity were the same. He knew that electricity was drawn toward metal. He also knew that it could travel along cotton, but not along silk. So he made a kite and attached a piece of wire to the top. The wire acted as the metal point. He attached a long cotton string to the other end of the kite. Finally, he tied a piece of silk and a key to the end. He went out with his son William to see what would happen when he flew the kite. When Ben Franklin touched the metal key after lightning struck the kite, he felt a shock. He had proved that lightning was electricity. This was an amazing discovery!  **How Ben Helped Others**  5 Of course, Ben Franklin's famous experiment was not done just for fun. He used it to solve a serious problem. At the time in which Ben lived, lightning often struck houses and set them on fire. Ben's new discovery made him think of putting lightning rods on the tops of houses. In this way, the lightning would strike the rod. Then the rod would carry the electricity into the ground. There it would do no harm to the house. This is just one example of the many ways Ben Franklin helped others with his talent. No one else has ever done so much to help so many people.  What was the author's main purpose in writing this article? | | | | |
|  |  |  |  |  |
|  | | A. | To entertain readers with a funny story about Franklin | |
|  | | B. | To warn people about how dangerous it would be to do a kite experiment like Franklin did | |
|  | | C. | To persuade people to try to be more like Franklin | |
|  | | D. | To inform readers about some of Franklin's experiments | |
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| **Question 9 of 9** | | | | |
| State Nicknames  1 Each state has a nickname. Most states have state birds, state flowers, and state trees, too. Tennessee has had a few nicknames. The one that seems to have stuck best is “The Volunteer State.” This name comes from long ago.  2 In 1776, we were at war with Britain. We were fighting to win our independence. This was called the American Revolution. When the war was over, the U.S. was a free country at last! After many years of fighting, the war ended.  3 In less than 30 years, the two countries were at war again. This time, the fight was called the War of 1812. One of the strongest leaders was General Andrew Jackson. He was from Tennessee. Many of the soldiers he led were volunteers from his state. That is how the state came to be known as “The Volunteer State.”  This passage was most likely written for readers who\_\_\_\_\_\_\_\_ | | | | |
|  |  |  |  |  |
|  | | A. | want to join the army. | |
|  | | B. | like to learn about history. | |
|  | | C. | plan to travel to different states. | |
|  | | D. | want to change their state’s nickname. | |
|  | | | | |

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