**Progress Probe #1660770: 4th Grade TCAP Coach Chapter 3 Lesson 21, 22, and 23 (Grade 04 RE)**

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| **Teacher Key with Answers** | | | | | |
| **Ques** | **Answer** | **Level** | **Skill** | **Subskill** | **Item #** |
| 1 | D | Hard | Writing & Research | SPI 0401.3.3 Topic Sentence [69103] | D54109 |
| 2 | A | Hard | Informational Text | SPI 0401.6.3 Locate Information [69123] | D56425 |
| 3 | C | Hard | Informational Text | SPI 0401.6.5 Interpret Information [69125] | D108847 |
| 4 | C | Hard | Writing & Research | SPI 0401.3.4 Topic Sentence Support [69104] | D50579 |
| 5 | C | Hard | Writing & Research | SPI 0401.3.3 Topic Sentence [69103] | D62736 |
| 6 | D | Hard | Writing & Research | SPI 0401.3.4 Topic Sentence Support [69104] | D59987 |
| 7 | C | Hard | Informational Text | SPI 0401.6.3 Locate Information [69123] | D52312 |
| 8 | B | Moderate | Writing & Research | SPI 0401.3.4 Topic Sentence Support [69104] | U46337 |
| 9 | D | Moderate | Writing & Research | SPI 0401.3.3 Topic Sentence [69103] | U46217 |
| 10 | B | Moderate | Informational Text | SPI 0401.6.6 Text Features [69126] | D640 |
| 11 | C | Hard | Informational Text | SPI 0401.6.6 Text Features [69126] | D56887 |
| 12 | C | Hard | Writing & Research | SPI 0401.3.3 Topic Sentence [69103] | D56324 |
| 13 | A | Moderate | Informational Text | SPI 0401.6.5 Interpret Information [69125] | U45941 |
| 14 | A | Hard | Informational Text | SPI 0401.6.4 Meaning from Text [69124] | D68438 |
| 15 | D | Hard | Informational Text | SPI 0401.6.4 Meaning from Text [69124] | D58628 |
| 16 | C | Moderate | Writing & Research | SPI 0401.3.3 Topic Sentence [69103] | U46118 |
| 17 | D | Moderate | Writing & Research | SPI 0401.3.3 Topic Sentence [69103] | U46069 |
| 18 | B | Moderate | Informational Text | SPI 0401.6.6 Text Features [69126] | D68130 |
| 19 | D | Hard | Writing & Research | SPI 0401.3.4 Topic Sentence Support [69104] | D61037 |
| 20 | C | Moderate | Informational Text | SPI 0401.6.3 Locate Information [69123] | U45374 |
| 21 | C | Moderate | Informational Text | SPI 0401.6.5 Interpret Information [69125] | U46799 |
| 22 | A | Hard | Informational Text | SPI 0401.6.4 Meaning from Text [69124] | D61978 |

**Name:**                                                                         Date:                                           
  
**4th Grade TCAP Coach Chapter 3 Lesson 21, 22, and 23**

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| **Question 1 of 22** | | | | |
| Choose the best topic sentence for this paragraph.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They are warm-blooded animals that spend a lot of time in the water.They have webbed paws that help them swim very fast. They use their tails for steering while swimming. Sea otters are very quick and speedy swimmers which helps them get away from their predators. | | | | |
|  |  |  |  |  |
|  | | A. | Otters are furry animals that live in water. | |
|  | | B. | Sea otters are small swimming mammals. | |
|  | | C. | Otters use their webbed paws to swim. | |
|  | | D. | Sea otters are marine mammals that are very good swimmers. | |
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| **Question 2 of 22** | | | | |
| Use this section of a glossary to answer the question.  **a gainst / http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/smallletterschwabold14.gifgenst'/** *prep.* **a.** in opposition to. *Mr. Jones ran against Mr. Smith for mayor.* **b.** next to. *The clothes look dark against the background.* **c.** in contact with; on. *I left the ladder against the garage.* **d.** as protection from. *We wore warm jackets against the cold.*  Which definition of **against** is used in the following sentence?  I like to watch the Eagles play **against** the Bears. | | | | |
|  |  |  |  |  |
|  | | A. | a | |
|  | | B. | b | |
|  | | C. | c | |
|  | | D. | d | |
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| **Question 3 of 22** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/108847Intro.gif | | | | |
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| What column would this sentence go under in this Character Chart?  Amy is a very kind and giving person. | | | | |
|  |  |  |  |  |
|  | | A. | Where does the character live? | |
|  | | B. | What is the age of the character? | |
|  | | C. | What are the character's traits? | |
|  | | D. | Does the character have brothers and/or sisters? | |
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| **Question 4 of 22** | | | | |
| **Did you know that in the past people used cows to purchase different items?** In the past before there was **currency** people traded possessions with one another. One person who grew corn might have traded his corn for something else he needed. This kind of exchange is called **bartering**. Later, people traded animals as a type of money. Early settlers farmed and worked very hard for their money. You could even pay your **taxes** with a cow. In the present day we have a government who makes money for people to use | | | | |
|  | | | | |
| Choose the sentence that best supports the main idea. | | | | |
|  |  |  |  |  |
|  | | A. | Tools were money also. | |
|  | | B. | Later, people traded animals as a type of money. | |
|  | | C. | This kind of exchange is called bartering. | |
|  | | D. | In the present day we have a government who makes money for people to use. | |
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| **Question 5 of 22** | | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Plains Indians lived in tepees. The Navajo built hogans. Indians of the Northeast built longhouses.  Which sentence below would best fit in the blank as the topic sentence? | | | | |
|  |  |  |  |  |
|  | | A. | There are several different Indian groups. | |
|  | | B. | American Indians loved their houses. | |
|  | | C. | American Indians lived in different kinds of houses. | |
|  | | D. | Native Americans first lived in the United States. | |
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| **Question 6 of 22** | | | | |
| My little sister drives me crazy! She and I share a bedroom, and when I want to study, she runs around yelling. Whenever I have a friend over, she always wants to play with us. I go and ask my parents to make her leave us alone, but they always take her side. I can't wait until I can have my own bedroom.  Which sentence below supports the topic sentence? | | | | |
|  |  |  |  |  |
|  | | A. | I want a television in my room. | |
|  | | B. | My sister is sweet and wants to share. | |
|  | | C. | My sister is five years old. | |
|  | | D. | She is always bothering my things. | |
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| **Question 7 of 22** | | | | |
| Study the glossary.  **prac -tice/prak'** tis/ *n.* **a.** actual use: *The team didn't play well in practice.* **b.** training by doing something over and over: *Playing the guitar requires lots of practice.*  *v.***a.** to do over and over: *I practice singing every day.* **b.** to make a habit of :*Learn to practice self-control*.  Which sentence uses **practice** to mean *actual use*? | | | | |
|  |  |  |  |  |
|  | | A. | Practice your math facts. | |
|  | | B. | I would like to practice medicine. | |
|  | | C. | Put into practice what you preach. | |
|  | | D. | We went to practice. | |
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| **Question 8 of 22** | | | | |
| Maggie's New Glove  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000031495401.gif  1 'Maggie,' her dad said, laughing. 'Can't you wait until we get home?'  2 'Thanks for the glove, Dad,' Maggie said again, scarcely hearing him. 'It's perfect!' As usual, she started ripping the tags off as soon as they got to the car. 'I can't wait to practice with it,' she added.  3 'Well, remember,' her dad warned, as they stopped at a traffic light, 'that glove was expensive. You need to take good care of it—okay, slugger?'  4 'Sure, dad,' Maggie answered assuredly. 'Thanks a lot.'  5 As soon as they got home, Maggie called her brother, Carl, outside to play catch. As they tossed the ball to each other, Scooter, Carl's new puppy, ran around happily, barking and trying to snatch the ball. The three of them had been playing for about an hour when their neighbor, Mrs. Matsuo, called out to them from next door. 'I'm taking Tani and Kane to get ice cream. Why don't you ask your dad if you can come with us?'  6 'I don't know,' Maggie hesitated. 'I wanted to practice more.'  7 Carl, however, was sprinting for the house. 'Ice cream sounds great,' he said. Maggie looked down at her new glove. 'He said okay,' Carl announced racing back outside. He had already put away his glove.  8 'Come on, Maggie,' he said, running to join the others.  9 'Okay,' Maggie agreed, dropping the ball and pulling off the glove. She started to drop it, too, but remembered her promise to her dad. Looking up at the dark clouds, she tossed the glove onto the covered porch instead. 'It'll be safe there,' she thought as she headed for the car.  10 Maggie had a great time at the ice-cream parlor. In fact, she forgot all about the glove until she got home.  11 'Where's my glove?' she wondered as she looked over at the porch. Then she saw Scooter standing nearby, happily wagging his tail. Her new glove was dangling from his mouth. 'Oh, no!' she shouted, running to get it from him. It was too late. Her new glove was ruined. Scooter had torn large shreds from the webbing and left tooth marks and holes all over it.  12 'It's not Scooter's fault,' Maggie told her dad, explaining what had happened. 'I'm sorry.'  13 Maggie still felt bad the next day when it was time for practice. 'I guess you'll have to do,' she said, grabbing her old glove.  14 'What are you doing with that?' her dad asked as she got in the car.  15 Maggie sighed. 'I've got to use something.'  16 'How about this instead?' He was holding another new glove, just like the first one. 'I think you have learned your lesson. I'm sure you will be more responsible from now on.'  17 'Thanks, Dad!' Maggie shouted.  18 At practice, Maggie showed her new glove to all of her teammates. After every play she carefully wiped off the dust. This time, she was determined to take care of her new glove.  19 'Thanks again, Dad,' Maggie said as they got home after practice. 'This was a great surprise.'  20 'Hey, Maggie,' her friend Lisa shouted when Maggie got out of the car. 'Do you like my new bike?'  21 'Wow,' Maggie said, as Lisa stopped by their fence.  22 'Want to take it for a ride?' Lisa offered.  23 'Sure!' Maggie answered.  24 'Don't be too long,' Maggie's dad said, while walking inside. 'It's almost dinnertime.'  25 Maggie started to throw her glove on the porch, but spotting Scooter nearby, she changed her mind. 'Oh, no,' she said, grinning at the bouncy puppy. She instead carefully hung her glove on the fence.  26 That night, Maggie lay in bed listening to the rain and thinking about Lisa's bike, having forgotten all about her new glove still hanging on the fence.  Which detail from the selection shows that Carl behaves in a responsible way? | | | | |
|  |  |  |  |  |
|  | | A. | Carl tosses the ball to his sister and his new puppy. | |
|  | | B. | Carl puts his glove away before going for ice cream. | |
|  | | C. | Carl hurries to the neighbor's car. | |
|  | | D. | Carl tells Maggie to join the others. | |
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| **Question 9 of 22** | | | | |
| The History of Roller Coasters  1 In the late 1700s and early 1800s, the first wheeled coasters came into use. They were originally made in France and Russia. The passengers riding in cars connected in a series. The cars had wheels fitted into the tracks of the rides. Years later, engineers made rides with loops and curves. Of course, the rides still had steep drops. Some think that roller coasters are too scary.  2 One of the first roller coasters in America opened in 1884. It was at Coney Island in New York. Soon rides began to appear in amusement parks around the country.  3 Roller coasters have a long history of providing excitement for people. They have been around in some form for hundreds of years. In the 1600s, people in Russia enjoyed riding down ice slides. The slides were wooden structures over seventy feet high. They had rolling hills built into them. The slides were covered in sheets of ice. The slides thrilled riders as they dropped down the steep hills on sleds.  4 The history of roller coasters in the United States began in about 1870 with a train. It was created to transport coal in a mountain area. The train had a steep downhill track as it traveled down the mountain. Eventually, the train was opened for passengers. The people rode in mining cars. The train reached speeds of up to 100 miles per hour. The ride was very popular.  Which sentence is best added to the end of paragraph 4? | | | | |
|  |  |  |  |  |
|  | | A. | The landscape provided a perfect place for the ride. | |
|  | | B. | At that time, most trains were used to transport materials. | |
|  | | C. | Mining was an important business and provided jobs for people. | |
|  | | D. | It was clear that passengers loved the excitement of roller coasters. | |
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| **Question 10 of 22** | | | | |
| Jamika checked out a new book from the library. When Jamika looked at the cover of the book, she saw a boy standing in the forest with two dogs. By looking at the cover, Jamika thinks that the story might be about a boy and his dogs. | | | | |
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| Jamika is using a reading skill to learn more about the story. She is \_\_\_\_\_\_\_\_. | | | | |
|  |  |  |  |  |
|  | | A. | sequencing | |
|  | | B. | predicting | |
|  | | C. | taking notes | |
|  | | D. | following directions | |
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| **Question 11 of 22** | | | | |
| Center Alignment:  **Weather in the Midwest**  Weather in the Midwest can change very quickly.  A sunny spring day can quickly turn into a hailstorm filled afternoon. Then it can go back to being sunny. During spring and early summer, days can be filled with tornadoes. They can tear up everything in their path. People in the Midwest know that when a tornado is seen there are things to be done. First, they look for a safe place on the lowest level of their home or in a storm shelter.  One morning in May, the Shoe family wanted to have a cookout in their backyard. After lunch while Lynn Shoe was washing the dishes she saw a large mass of dark clouds in the sky. The wind began to pick up quickly. She then saw a tornado | | | | |
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| After you have read the passage, make a prediction about what could happen next. | | | | |
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|  | | A. | Lynn will pretend she doesn't see the clouds. | |
|  | | B. | There will be a storm that will ruin lunch. | |
|  | | C. | Everyone will go down into the storm shelter. | |
|  | | D. | The Shoes will continue to eat their lunch. | |
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| **Question 12 of 22** | | | | |
| Choose the best topic sentence for this paragraph.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I can see so many beautiful things. I try to find the planets. The moon's face is different each night. Sometimes I see a shooting star. | | | | |
|  |  |  |  |  |
|  | | A. | The moon is in the night sky. | |
|  | | B. | The night sky is very dark. | |
|  | | C. | I love to look up at the sky at night. | |
|  | | D. | The stars are in the sky at night. | |
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| **Question 13 of 22** | | | | |
| Australia  Australia is a large country that has many interesting animals and places to see. In Australia you can climb the largest rock in the world, swim with some of the most beautiful creatures in the sea, or walk through tropical rainforests. Australia also has many creatures that cannot be found anywhere else in the world. Koalas and kangaroos are two well-known Australian creatures. Once koalas lived all over the country, but in the 1900s hunters killed koalas for their meat and fur. Today koalas still exist but live mainly on the east coast of Australia. Most koalas can be found in and around the city of Brisbane. Kangaroos are another well-known animal. There are many different types of kangaroos. They live throughout all of Australia.  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000054219601.gif  Which state has the most desert area? | | | | |
|  |  |  |  |  |
|  | | A. | Northern Territory | |
|  | | B. | Australian Capital Territory | |
|  | | C. | New South Wales | |
|  | | D. | Queensland | |
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| **Question 14 of 22** | | | | |
| Ms. Cox asked the class to read three pages in the science textbook. The following words appeared in bold print in those pages. **planets**  **stars** **galaxy** **orbit** | | | | |
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| What is the purpose of putting the words in bold print? | | | | |
|  |  |  |  |  |
|  | | A. | to highlight key ideas | |
|  | | B. | to show the spelling | |
|  | | C. | to explain graphs | |
|  | | D. | to add illustrations | |
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| **Question 15 of 22** | | | | |
| Use the time line below to answer the question.  http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/timelineoftheamericanrevolution.gif  In what year did the United States sign a document asking for their freedom from Great Britain? | | | | |
|  |  |  |  |  |
|  | | A. | 1754 | |
|  | | B. | 1773 | |
|  | | C. | 1775 | |
|  | | D. | 1776 | |
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| **Question 16 of 22** | | | | |
| Snowball  1 Janelle held out her hand slowly and the cat came towards her. She carefully picked up the little cat and took it inside. She showed her father what she had found. He noticed a tag on the cat’s collar. The tag said “Snowball.” The cat purred as Janelle held her.  2 “I think she likes you,” her father said, chuckling. “We can make a poster and put it around the neighborhood. This kitty belongs to someone. We’ll take some pictures to put on the poster. Then we can make copies of the poster and put them up for everyone to see.”  3 After they finished, Janelle and her father put the posters up on telephone poles and public bulletin boards around town. “Now all we have to do is wait,” Janelle’s father told her. Janelle wanted to own a dog as well as a cat.  4 It only took one day for someone to call them. Janelle listened to her father as he spoke on the phone. Janelle was sad to hear the call.  5 Janelle was in her backyard when she heard a cat meowing. She leaned down and saw through the gap between the boards that lined the underside of the house. There was a little white cat looking back at her.  6 A few hours after the phone call, Janelle heard a knock at the door. It was a lady with a little baby in her arms. Janelle’s father introduced her and invited the woman to come inside the house.  7 Janelle was so happy that her new friend would stay with her. She thanked Catherine several times and promised to take good care of the cat. Snowball curled against Janelle’s leg and purred. The cat also seemed glad.  8 “I’m Catherine, and this is Alexander,” the lady said, nodding toward her baby. She sat down at the kitchen table and turned to Janelle and asked, “Janelle, do you like cats?”  9 Janelle nodded. “I’ve always wanted a cat,” she said.  10 “I love Snowball,” Catherine said, “but since Alexander was born, I do not have as much time to tend to her. She got out the other day. I guess she just wandered too far and couldn’t find her way home. Janelle, I can tell that you would be a great friend to Snowball. Would you like to keep her from now on?”  11 Janelle nodded again quickly. “I would love to! Can I, Dad?” Janelle’s father nodded with a smile.  Which sentence would best fit at the end of paragraph 4? | | | | |
|  |  |  |  |  |
|  | | A. | She took pictures of Snowball to make a new poster. | |
|  | | B. | She thought about giving Snowball a new name. | |
|  | | C. | She knew she would miss Snowball when she was gone. | |
|  | | D. | She liked the way Snowball purred and curled up by her leg. | |
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| **Question 17 of 22** | | | | |
| Camping  We had trouble right from the beginning. Last week, my father and I went to Lake Cumberland for a camping trip. As we started putting up our tent, we realized that we forgot to bring the tent stakes. My father suggested that we use sticks in place of the missing stakes. We quickly searched the nearby woods for sticks that would work. We had to hurry it was starting to get dark. It began to rain. We rushed to set up the tent. We knew it was too late. We had to spend the night sleeping in our car.  Which sentence belongs at the beginning of the paragraph? | | | | |
|  |  |  |  |  |
|  | | A. | My father suggested that we use sticks in place of the missing stakes. | |
|  | | B. | As we started putting up our tent, we realized that we forgot to bring the tent stakes. | |
|  | | C. | We had to spend the night sleeping in our car. | |
|  | | D. | Last week, my father and I went to Lake Cumberland for a camping trip. | |
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| **Question 18 of 22** | | | | |
| ART CONTEST Special Notes………………..Section 1 Where to Submit Entries…….Section 2 Entry Requirements………....Section 3 Age Groups...………………..Section 4 Types of Groups…………….Section 5 Prizes……………………….Section 6  Based on the table of contents above, where would be the best place to look to find out how to place a drawing in the art contest? | | | | |
|  |  |  |  |  |
|  | | A. | Special Notes | |
|  | | B. | Entry Requirements | |
|  | | C. | Prizes | |
|  | | D. | Types of Groups | |
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| **Question 19 of 22** | | | | |
| Trees are a valuable resource. They help to cool our cities. Trees provide us with food. Paper is made from trees. Some trees are used to make furniture.  Which statement below is a supporting detail for this passage? | | | | |
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|  | | A. | Trees come in different sizes. | |
|  | | B. | Trees cannot be destroyed. | |
|  | | C. | Trees are pretty in the spring. | |
|  | | D. | Trees provide us with oxygen. | |
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| **Question 20 of 22** | | | | |
| Living in a Cave  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018753301.gif  1 What do you think of when you think of caves? You might think of a very dark place, but it is probably not a place where you would want to live. However, many animals would not agree with you. Bears, bats, and cave fish all make their homes in caves. They do not all live in the same part of the cave, though.  2 A cave can be divided into three different parts: the entrance zone, the twilight zone, and the dark zone. Each of these zones attracts different types of animals.  **The Entrance Zone**  3 The entrance zone is home to animals such as mice, birds, and bears. They come to rest in the entrance zone after hunting for food outside the cave. Most of the time they choose the entrance zone because it is similar to other places outside the cave in which they might make a home. They just happen to live in caves because they are handy and offer some shelter.  4 There is some sunlight in the entrance zone, so animals that live there do not have to have better eyesight than animals that do not choose to live in caves. The climate in the entrance zone is similar to the climate outside the cave.  **The Twilight Zone**  5 If you keep going deeper into the cave, you come to the twilight zone. The twilight zone receives very little sunlight, just like the time of day called twilight. It is also much cooler and damper than the entrance of the cave. Animals such as spiders, crickets, owls, and bats live in this part of the cave. Some of them leave the cave to get food. Other animals, however, get their nourishment inside the cave. They have very good eyesight in the dark. Some animals such as bats do not even have to use their eyes. They find their way by making noises and then reacting to the echo as the sound of their chirps bounces off objects.  **The Dark Zone**  6 The dark zone is absolutely dark. It is so deep in the cave that not even a little bit of sunlight can reach it. Cave fish, worms, and some insects live in this area. They never leave. In order to see with eyes, there must be some light. Because there is no light, animals in the dark zone have no eyesight at all. They either have no eyes or tiny eyes.  7 Going into caves and observing how animals live in them can provide a pleasurable and educational experience. Some people, called spelunkers, even explore and study caves as a hobby. Since many caves are open to the public, people can see for themselves what life is like for the residents that live there.  Which best explains the purpose of the dark type in the headings? | | | | |
|  |  |  |  |  |
|  | | A. | It makes it easier to read the passage. | |
|  | | B. | The most important information is in dark type. | |
|  | | C. | It helps the reader locate information. | |
|  | | D. | Dark type is better than regular type. | |
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| **Question 21 of 22** | | | | |
| School Uniforms  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000031500901.gif  1 Ten-year-old Shanea gets dressed for school in her navy jumper and white blouse. Her elementary school in El Paso, Texas, insists that she wear this uniform every day. Shanea likes her clothes because she thinks they're nice looking. Her mother, Rachelle, is happy because it's much easier and quicker for Shanea to find her clothes in the morning.  2 More schools around the country are making students wear uniforms. There are many good reasons for this. Uniforms make students feel good about their school. Studies show that uniforms make students feel more like part of a team. This is important. Students who feel they belong to a group behave better and have more success in school.  3 Even away from a school setting, clothes can shape how a person behaves. For example, Tyra, a security guard from San Antonio, Texas, commented, 'When I put on my guard uniform, I feel like a security officer. I find it easier to focus on my job when I'm in uniform. I think my daughter concentrates more on learning when she wears her school uniform.'  4 Uniforms are also an inexpensive and simple way to make schools safer. It's easier to spot people in the school who aren't students. In Long Beach, California, school crime has gone down since the students have started wearing uniforms. In Texas, the principal of Shanea's school said, 'Last week, a boy walked into our cafeteria in jeans. We knew right away that he wasn't one of our students.'  5 Another good thing about school uniforms is that students no longer envy one another for their clothing. Students wearing uniforms do not worry who is wearing better sneakers or a nicer jacket. And students who can't afford the latest styles are no longer teased for wearing the same clothes to school each day. Unusual styles can be distracting to other students. Uniforms take care of these problems.  6 'Our job is to get these students ready to work as grown-ups,' Shanea's principal said. 'When I go to work, I don't wear the same clothes I would wear to mow my lawn. I dress in a way that's appropriate to my job as a principal. Wearing uniforms teaches our students an important work skill.'  7 What do students think about uniforms? Not everyone thinks they're attractive like Shanea does. Some students in Tampa, Florida, got very upset when their school decided to make them wear uniforms. 'Nobody likes being told what to wear and what to do,' said Janice, a fifth grader from Tampa. 'But I guess that's why we have weekends.'  8 Janice's principal admits that the first few weeks with uniforms were not easy. 'Some students weren't clear on what was allowed and what wasn't. For the first month, I didn't punish students who were just confused about the rules. After several weeks, everyone knew what was expected. The school could settle down to normal after that.'  9 Given a chance, though, uniforms are not all that hard to get used to. The best way to help students accept uniforms is to start in the early grades. Khrista, a high school student in Long Beach, California, has been wearing a uniform for eight years. 'I've slowly adapted to it,' she said. 'My friends sometimes complain, but we don't really talk about it that much. I don't think people care after a while.'  10 School uniforms make a lot of sense. They help students feel better about school and concentrate in class. They save both time and money for students and parents. School uniforms are nice looking. They help teachers and principals keep students safe. They prepare children for life as grown-ups. The few problems caused by school uniforms go away within the first month. Don't you think that it's time your school had them?  Read this sentence from paragraph 2.  More schools around the country are making students wear uniforms.  Which information would be most useful in determining if the author's claim is correct? | | | | |
|  |  |  |  |  |
|  | | A. | A chart showing how students rate the fairness of school dress codes across the nation | |
|  | | B. | A timeline showing pictures of popular school-clothing styles over a ten-year period | |
|  | | C. | A bar graph comparing current school dress codes to those ten years ago | |
|  | | D. | A picture of a clothing style currently worn by students in school | |
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| **Question 22 of 22** | | | | |
| <P  **exist** (eg zist') 1.To be found 2. To have life; live 3. To be real *(verb)* | | | | |
|  | | | | |
| Which sentence below matches the third definition of **exist**? | | | | |
|  |  |  |  |  |
|  | | A. | I do not believe that unicorns exist. | |
|  | | B. | Flowers cannot exist very long without sunlight. | |
|  | | C. | Koala bears exist only in the continent of Australia. | |
|  | | D. | Certain mammals in the sea cannot exist long without coming up for air. | |
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