**Progress Probe #1660798: 4th Grade TCAP Coach Chapter 3 Lesson 24 and 25 (Grade 04 RE)**

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| **Teacher Key with Answers** | | | | | |
| **Ques** | **Answer** | **Level** | **Skill** | **Subskill** | **Item #** |
| 1 | A | Moderate | Writing & Research | SPI 0401.4.1 Appropriate Sources [100065] | U46520 |
| 2 | D | Moderate | Writing & Research | SPI 0401.4.4 Reference Materials [100068] | D83712 |
| 3 | B | Hard | Communications & Media | SPI 0401.7.4 Identify the Medium [100064] | D108332 |
| 4 | A | Moderate | Communications & Media | SPI 0401.7.1 Appropriate/Reliable Media [100061] | D100401 |
| 5 | D | Moderate | Communications & Media | SPI 0401.7.2 Main Idea [100062] | D107758 |
| 6 | C | Hard | Communications & Media | SPI 0401.7.2 Main Idea [100062] | D107757 |
| 7 | C | Moderate | Communications & Media | SPI 0401.7.2 Main Idea [100062] | D107753 |
| 8 | D | Hard | Communications & Media | SPI 0401.7.1 Appropriate/Reliable Media [100061] | D107541 |
| 9 | A | Hard | Communications & Media | SPI 0401.7.1 Appropriate/Reliable Media [100061] | D107538 |
| 10 | C | Hard | Communications & Media | SPI 0401.7.2 Main Idea [100062] | D107756 |
| 11 | A | Moderate | Communications & Media | SPI 0401.7.1 Appropriate/Reliable Media [100061] | D100399 |
| 12 | B | Hard | Writing & Research | SPI 0401.4.4 Reference Materials [100068] | D107319 |
| 13 | C | Moderate | Communications & Media | SPI 0401.7.3 Effective Medium [100063] | D107655 |
| 14 | C | Hard | Communications & Media | SPI 0401.7.3 Effective Medium [100063] | D107652 |
| 15 | A | Moderate | Writing & Research | SPI 0401.4.1 Appropriate Sources [100065] | U45322 |
| 16 | C | Moderate | Communications & Media | SPI 0401.7.4 Identify the Medium [100064] | D108334 |
| 17 | D | Hard | Communications & Media | SPI 0401.7.3 Effective Medium [100063] | D107657 |
| 18 | A | Hard | Communications & Media | SPI 0401.7.3 Effective Medium [100063] | D107658 |
| 19 | C | Moderate | Writing & Research | SPI 0401.4.1 Appropriate Sources [100065] | U45280 |
| 20 | D | Moderate | Communications & Media | SPI 0401.7.2 Main Idea [100062] | D107755 |
| 21 | D | Moderate | Communications & Media | SPI 0401.7.1 Appropriate/Reliable Media [100061] | D100400 |
| 22 | C | Hard | Communications & Media | SPI 0401.7.4 Identify the Medium [100064] | D108335 |
| 23 | C | Hard | Writing & Research | SPI 0401.4.2 Reliability of Sources [100066] | D68374 |
| 24 | B | Hard | Writing & Research | SPI 0401.4.2 Reliability of Sources [100066] | D63504 |
| 25 | A | Hard | Writing & Research | SPI 0401.4.4 Reference Materials [100068] | D68097 |
| 26 | B | Hard | Writing & Research | SPI 0401.4.4 Reference Materials [100068] | D52451 |
| 27 | C | Hard | Communications & Media | SPI 0401.7.2 Main Idea [100062] | D107760 |

**Name:**                                                                         Date:                                   
  
**4th Grade TCAP Coach Chapter 3 Lesson 24 and 25**

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| **Question 1 of 27** | | | | |
| Transit of Venus 1769  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000031496601.gif  This selection tells about an event that occurred in June of 1769. A group of observers, led by Lt. James Cook, had been ordered to sail from England to the island of Tahiti in the South Pacific. Their mission was to establish themselves among the islanders and gather information about an unusual event in the solar system.  1 Tam watched the strange men from a distance, since her mother had warned her about them. Her mother said it would be better not to get too close.  2 The Englishmen had built a fort on a point of land near where their ship was anchored. Now they were working inside their fort. Their work centered around a tube that pointed toward the sky. As she got close enough to listen to them, she found that they didn't seem dangerous. They acted like ordinary men, yelling at each other and trying to get everything to work right. Whatever the tube was, it had something to do with the Sun.  3 When she asked her grandfather about it, he gave her a strange look. 'Ah, yes,' he said. 'Evening Star will soon cross the path of the Sun. How did you know?'  4 'I watched the Englishmen in their fort,' she said. 'They know it too.'  5 'I wonder how they know,' he said. 'Not many of us Boat Steerers know it. I only heard of it happening once before.'  6 'Maybe they are Boat Steerers,' she said. 'Grandfather, teach me the stars.'  7 'I cannot teach you,' he said. 'You are not a boy. You must ask your grandmother.'  8 'My granny is not a Boat Steerer.' The Boat Steerers were a society of men who knew the pathways of the sea. They could guide a canoe for days without ever seeing land.  9 'No woman can become a Boat Steerer. It is time for you to go home.'  10 Tam had heard rumors that spoke of books and writing. 'Those men,' she said to her mother, 'I've been watching them. They study the writing on their papers at every step.'  11 'I forbid you to watch them,' her mother replied. 'If a paper comes into this house, it must be burned.'  12 There was excitement at the Englishmen's fort the next day; the event they waited for was happening. In Tam's village, the Boat Steerers gathered at her grandfather's, singing and drumming. Tam peered at the Sun, but she couldn't see anything crossing its path. Though she turned away quickly so it wouldn't burn her eyes, a black dot remained in her vision; it took the shapes of the dots on the forbidden pages of paper. 'I will learn to read the English letters,' she said. 'Grandfather won't teach me, but after I know the letters, I can teach myself.'  13 Many years later, Tam became the first woman in her village to read and write. She learned that the Englishmen had used their telescope to measure the distance from the Earth to the Sun, an important achievement. She always believed, however, that her own achievement—learning to speak and read and think for herself in a village in which women were forbidden to do so—was much greater.  Which would be the best place to find more information about the transit of Venus? | | | | |
|  |  |  |  |  |
|  | | A. | A science encyclopedia | |
|  | | B. | A book about space travel | |
|  | | C. | A magazine article about telescopes | |
|  | | D. | A biography of Lt. James Cook | |
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| **Question 2 of 27** | | | | |
| All of the answer choices below contain guide words found in a dictionary. | | | | |
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| Which set of guide words would guide you to the word **pry** in the dictionary? | | | | |
|  |  |  |  |  |
|  | | A. | prognosis - proper | |
|  | | B. | punt - pus | |
|  | | C. | pug - pumpkin | |
|  | | D. | prune - puddle | |
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| **Question 3 of 27** | | | | |
| Why was the Internet **not** available to people living in the 1920s? | | | | |
|  |  |  |  |  |
|  | | A. | because they did not know how to use it | |
|  | | B. | because they did not have computers | |
|  | | C. | because they did not have radios | |
|  | | D. | because they did not have homes | |
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| **Question 4 of 27** | | | | |
| Which of the following photographs would **not** be useful in a presentation on fire safety? | | | | |
|  |  |  |  |  |
|  | | A. | A photograph of adults playing cards | |
|  | | B. | a photo of a firefighter rescuing a child | |
|  | | C. | a photo of the campfire with children and adults | |
|  | | D. | a photograph of a child doing stop, drop, and roll | |
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| **Question 5 of 27** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/iStock_107758.gif | | | | |
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| What is the main idea of this picture? | | | | |
|  |  |  |  |  |
|  | | A. | waterfall during winter | |
|  | | B. | waterfall during summer | |
|  | | C. | waterfall during spring | |
|  | | D. | waterfall during autumn | |
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| **Question 6 of 27** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/iStock_107757.gif | | | | |
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| What is the main idea of this picture? | | | | |
|  |  |  |  |  |
|  | | A. | young girl chasing her pet rabbit | |
|  | | B. | young girl saving her rabbit from animals | |
|  | | C. | young girl showing off her pet rabbit | |
|  | | D. | young girl letting her pet rabbit go in the wild | |
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| **Question 7 of 27** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/iStock_107753.gif | | | | |
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| What is the main idea of this picture? | | | | |
|  |  |  |  |  |
|  | | A. | children trying to scare something off | |
|  | | B. | children running around outside | |
|  | | C. | children showing off the crafts they made | |
|  | | D. | children playing with animals | |
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| **Question 8 of 27** | | | | |
| Ethan is doing a PowerPoint presentation about how to build a house. Where is the best place for Ethan to find pictures of houses in the process of being built? | | | | |
|  |  |  |  |  |
|  | | A. | a Web site titled *Beautiful Houses of the Rich and Famous* | |
|  | | B. | a book titled *How to Save For Building Your New Home* | |
|  | | C. | an online encyclopedia | |
|  | | D. | a Web site titled *Steps to Building Your Own Home* | |
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| **Question 9 of 27** | | | | |
| What is the best resource for Amy if she wants to write a report on bats? | | | | |
|  |  |  |  |  |
|  | | A. | a book titled *All About Bats* | |
|  | | B. | a Web site titled *What Do Bats Eat* | |
|  | | C. | an online encyclopedia | |
|  | | D. | a Web site titled *Animals of the Night* | |
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| **Question 10 of 27** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/iStock_107756.gif | | | | |
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| What is the main idea of this picture? | | | | |
|  |  |  |  |  |
|  | | A. | young boy thinking about what to eat for dinner | |
|  | | B. | young boy thinking about why he has to clean his room | |
|  | | C. | young boy doing his homework | |
|  | | D. | young boy getting ready to play a sport | |
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| **Question 11 of 27** | | | | |
| Jess is giving a speech on how to play his favorite video game. Which of the following would help the audience understand how to use the controller? | | | | |
|  |  |  |  |  |
|  | | A. | a diagram of the controller with buttons labeled | |
|  | | B. | a picture of the game unit and a television | |
|  | | C. | a picture of the box that the game is in at the store | |
|  | | D. | a photograph of the people who invented the game | |
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| **Question 12 of 27** | | | | |
| Where can you find the best information about maps of the world? | | | | |
|  |  |  |  |  |
|  | | A. | dictionary | |
|  | | B. | atlas | |
|  | | C. | encyclopedia | |
|  | | D. | thesaurus | |
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| **Question 13 of 27** | | | | |
| Stephanie wants to teach her school how important it is to recycle. She has decided to do a short presentation for the entire school, whioh has a large population.  Which of the following would **best** support her presentation? | | | | |
|  |  |  |  |  |
|  | | A. | still pictures of trash on a computer screen | |
|  | | B. | a video on a computer screen of how polluted the world is | |
|  | | C. | a short video on a large screen of how to recycle | |
|  | | D. | a model of a lake filled with trash | |
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| **Question 14 of 27** | | | | |
| Susan is doing a short presentation of how to decorate a cake.  Which of the following would help support her presentation? | | | | |
|  |  |  |  |  |
|  | | A. | still pictures of different cakes | |
|  | | B. | an hour long video of instructions on cake decorating | |
|  | | C. | still pictures of the steps for cake decorating | |
|  | | D. | a model of a decorated cake | |
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| **Question 15 of 27** | | | | |
| Leaves for Lunch  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018746401.gif  1 Leaves for breakfast, leaves for lunch, and leaves for dinner might not seem like a very exciting menu to you. If you were a koala, though, it would sound delicious. A koala's favorite food is the leaf of the eucalyptus (you-kuh-lip-tus) tree. In fact, eucalyptus leaves are almost the only things that a koala eats. An adult koala can eat more than two pounds of eucalyptus leaves a day.  2 Koalas are fussy eaters. They sniff and carefully examine each leaf before eating it. If the leaf does not taste good, or if it is not fresh enough, they will try a new one. Koalas are constantly looking for the freshest leaves.  3 Most other animals do not eat eucalyptus leaves. That is because the leaves are tough and somewhat poisonous. Koalas have strong teeth that help them bite and chew the leaves. Their bodies are able to adapt to the effects of the eucalyptus poison. The long, thick leaves also contain moisture. Koalas hardly ever need to drink water as long as they get enough food to eat.  4 About 600 kinds of eucalyptus trees grow in Australia. The leaves of these trees have a strong aroma that can be smelled at some distance. Many kinds of eucalyptus trees have a string-like bark and produce a gummy matter. For these reasons, people in Australia often call them gum trees or stringy-bark trees. Some eucalyptus trees grow more than 300 feet high.  5 Koalas eat only the leaves of about 50 types of eucalyptus trees. They prefer to eat new leaves and shoots at the ends of branches. Each kind of tree grows new leaves during just a few months of the year. Koalas spend most of their lives moving from tree to tree, searching for the tastiest leaves. Koalas have sharp claws that help them to hang on to the branches as they climb the tall trees. There they are safe from enemies, such as dingoes, that live on the ground. These wild dogs cannot climb trees.  6 In many places in Australia, forests have been cut down to make room for farms and cities. This makes it difficult for koalas to find enough food and a safe place to sleep. In some parts of Australia, eucalyptus forests are being replanted. When possible, people are planting the varieties of trees that koalas prefer.  7 Koalas could not live without eucalyptus trees. They need them for safety, for sleeping, and as a source of food. During the hot Australian days, the eucalyptus tree makes a comfortable perch for a nice, long nap. Then, when the koala wakes up, it simply has to reach out and grab a leaf for its next meal.  Which would be the best source of information for a report about the animals of Australia? | | | | |
|  |  |  |  |  |
|  | | A. | An encyclopedia article about Australian wildlife | |
|  | | B. | A magazine with photographs of Australian nature scenes | |
|  | | C. | A poster with directions for identifying Australia's trees | |
|  | | D. | A travel book showing where to find Australia's zoos | |
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| **Question 16 of 27** | | | | |
| Which way of gathering information is available to us now that was **not** available to people long ago? | | | | |
|  |  |  |  |  |
|  | | A. | television | |
|  | | B. | books | |
|  | | C. | computers | |
|  | | D. | newspapers | |
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| **Question 17 of 27** | | | | |
| Lilly is doing a science project and presentation about how a television works.  Which of the following would enhance her project? | | | | |
|  |  |  |  |  |
|  | | A. | a model of a television | |
|  | | B. | still pictures of types of televisions | |
|  | | C. | a video of how to fix a television | |
|  | | D. | a model of the inside of a television | |
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| **Question 18 of 27** | | | | |
| A group of children at school would like to become doctors when they grow up. The teacher has invited a doctor to speak to the children.  Which of the following could help the doctor show how hard it is to become a doctor? | | | | |
|  |  |  |  |  |
|  | | A. | a PowerPoint presentation of how many years it takes to become a doctor | |
|  | | B. | a video of how to prepare for a surgery | |
|  | | C. | still pictures of all types of doctors and where they work | |
|  | | D. | a video of a television show with doctors in it | |
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| **Question 19 of 27** | | | | |
| A Woman Who Opened Doors  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018752401.gif  1 Today, when you visit your doctor, the person wearing the white coat and looking down your throat may be a woman. Young girls often dream of being doctors just as their brothers do. Thanks to Elizabeth Blackwell, this is no longer surprising.  2 Elizabeth Blackwell was the first woman to become a doctor in America. She spent her later years helping other women who wanted a career in medicine, both in America and in England.  3 Elizabeth was born in England in 1821. At first she did not seem to be 'doctor material.' She hated sick rooms. She was even annoyed with her own illnesses. She expected to become a teacher, but events led her to select a job that in her time was closed to women.  4 Elizabeth admired her father. Unlike many other fathers at that time, Samuel Blackwell believed that his daughters should have the same educational chances as their brothers. He often spoke to his children of the need to meet life's challenges. After losing his business to a fire, he took his family to America to begin a new life. His new business attempts in America were not successful. He died poor, leaving the family in debt. Still, his children remembered that he never gave up.  5 To support their family, Elizabeth and her sister opened a school. Elizabeth discovered that teaching was not what she really wanted to do. While nursing a sick friend, she began to think about becoming a doctor. The friend wished that a 'lady doctor' could have taken care of her. Elizabeth thought about the pain she could ease. The life of a doctor interested her.  6 The idea of a female doctor was not accepted in the 1840s. However, Elizabeth would not be stopped. She studied privately with doctors who supported her goal. In 1847 she began applying to medical colleges.  7 She would need all the determination that her father had taught her to keep going. Letter after letter arrived; each one said 'No' to her application. One school even said she was 'either mad or bad' for wanting to become a doctor. Finally her persistence paid off, and she was accepted to Geneva College in New York. As a joke, the students had voted to admit her. They did not know that she was serious. Elizabeth would let nothing stop her from achieving her goal.  8 When she arrived at Geneva College, Elizabeth knew she would have to hide her shyness. She could let no weakness show. At first the people in town stayed away from her. They would stop to stare at her in the street. Her life was lonely, and she often felt desolate. But Elizabeth kept working, focusing on her goal. Many of the male students came to accept her. Soon the townspeople did too. After two years at the school, Elizabeth graduated first in her class. This was quite a triumph after so much difficulty.  9 However, Elizabeth had to overcome more obstacles to be successful. After studying in Paris and London, she returned to New York where hospitals refused to hire her. Even women were afraid to see a female doctor. So, Elizabeth wrote and gave speeches. She managed to open a small clinic in one of the poorer parts of New York City. Slowly her practice and her reputation grew. During the years of the Civil War, she helped train nurses. In 1868, with the famous nurse Florence Nightingale, she opened a medical college for women.  10 A year later, Elizabeth went back to live in England where her influence continued to spread. She was the first woman to be put into the Medical Register of the United Kingdom. The London School of Medicine for Women made her a professor. She helped start the National Health Society. As a doctor, she remained active well into her 80s. Elizabeth Blackwell was truly a woman ahead of her time.  In which of the following would a reader most likely find more information about Elizabeth Blackwell? | | | | |
|  |  |  |  |  |
|  | | A. | A magazine article about famous American women | |
|  | | B. | A newspaper article describing jobs in the medical field | |
|  | | C. | A textbook passage describing the history of medicine | |
|  | | D. | A collection of stories about the Civil War | |
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| **Question 20 of 27** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/iStock_107755.gif | | | | |
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| What is the main idea of this picture? | | | | |
|  |  |  |  |  |
|  | | A. | young boy and mom trying hard to get out of the pool | |
|  | | B. | young boy and mom getting ready to eat | |
|  | | C. | young boy and mom looking for someone | |
|  | | D. | young boy and mom having fun swimming | |
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| **Question 21 of 27** | | | | |
| Jim wants to get more children to buy hotdogs. Which of the following would be best to add to a poster he is making to sell hotdogs? | | | | |
|  |  |  |  |  |
|  | | A. | a man eating a hamburger | |
|  | | B. | a woman eating a hotdog | |
|  | | C. | children eating hamburgers | |
|  | | D. | children eating hotdogs | |
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| **Question 22 of 27** | | | | |
| When people made presentations long ago, which type of communication would they use to help enhance their presentations? | | | | |
|  |  |  |  |  |
|  | | A. | PowerPoint slide shows | |
|  | | B. | DVD video clips | |
|  | | C. | audio recordings | |
|  | | D. | computer videos | |
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| **Question 23 of 27** | | | | |
| Saint John's Hospital has added a new staff member to help take care of the sick. This new addition has four legs and a shiny, brown coat. Happy, as she's called, is a border collie. She makes her rounds each week, bringing giggles and smiles to all she meets.  Children and adults light up when they see Happy coming. A border collie is the best pet a person can have. "Happy brings a special kind of love to the patients. That helps them feel better," said Doctor Anna Black. "I've seen very sick people perk up when she walks into the room. I even think some patients have gotten well faster because of Happy's visits." | | | | |
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| Which of these sentences is **irrelevant**, or **not needed** in the paragraph? | | | | |
|  |  |  |  |  |
|  | | A. | This new addition has four legs and a shiny, brown coat. | |
|  | | B. | Children and adults light up when they see Happy coming. | |
|  | | C. | A border collie is the best pet a person can have. | |
|  | | D. | "Happy brings a special kind of love to the patients." | |
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| **Question 24 of 27** | | | | |
| From 1929 until the 1940s, the United States suffered through the Great Depression. People across the United States suffered terrible losses. Banks were closed and many lost their savings. Some people lost their homes. Hungry people stood in "soup lines" for bread or soup provided by the government.  Which is the best source of information for other events that were occurring during this time? | | | | |
|  |  |  |  |  |
|  | | A. | an atlas | |
|  | | B. | an encyclopedia | |
|  | | C. | newspaper articles | |
|  | | D. | a dictionary | |
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| **Question 25 of 27** | | | | |
| The best way to display information in a research project titled ***Which Bubble Gum Flavor Lasts the Longest?*** would be to use \_\_\_\_\_\_\_\_\_\_ . | | | | |
|  |  |  |  |  |
|  | | A. | a chart that names the gum and the length of time the flavor lasts | |
|  | | B. | a map that shows all the stores in which the gum was located | |
|  | | C. | a diagram that shows how the gum is made | |
|  | | D. | photos to show which of your friends blew the biggest bubble | |
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| **Question 26 of 27** | | | | |
| Shayna is to present her history project to the class on Monday. She wants to create a graphic to show that many more people lived in Virginia than in North Carolina. What is the best way to display the information? | | | | |
|  |  |  |  |  |
|  | | A. | a timeline | |
|  | | B. | a bar graph | |
|  | | C. | a map | |
|  | | D. | a pie chart | |
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| **Question 27 of 27** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/iStock_107760.gif | | | | |
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| What is the main idea of this picture? | | | | |
|  |  |  |  |  |
|  | | A. | computer keys that need to be cleaned | |
|  | | B. | computer keys that are made incorrectly | |
|  | | C. | computer keys with an importance on the letter x | |
|  | | D. | computer keys that are hard to see | |
|  | | | | |

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