**Progress Probe #1660830: 4th Grade TCAP Coach Chapter 3 Lesson 28, 29, and 30 (Grade 04 RE)**

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| **Teacher Key with Answers** | | | | | |
| **Ques** | **Answer** | **Level** | **Skill** | **Subskill** | **Item #** |
| 1 | A | Hard | Informational Text | SPI 0401.6.7 Instructions in Sequential Order [69127] | D76588 |
| 2 | C | Moderate | Writing & Research | SPI 0401.3.8 Transitional Words [69108] | D17616 |
| 3 | B | Moderate | Logic | SPI 0401.5.6 Sequence of Events [69120] | U45485 |
| 4 | C | Moderate | Logic | SPI 0401.5.2 Cause-Effect Relationships [69116] | U45470 |
| 5 | D | Hard | Writing & Research | SPI 0401.3.8 Transitional Words [69108] | D108400 |
| 6 | A | Hard | Logic | SPI 0401.5.2 Cause-Effect Relationships [69116] | D68132 |
| 7 | A | Moderate | Logic | SPI 0401.5.6 Sequence of Events [69120] | U45558 |
| 8 | B | Hard | Writing & Research | SPI 0401.3.5 Rearrange Sentences [69105] | D68927 |
| 9 | B | Moderate | Writing & Research | SPI 0401.3.8 Transitional Words [69108] | D108401 |
| 10 | B | Hard | Writing & Research | SPI 0401.3.5 Rearrange Sentences [69105] | D50346 |
| 11 | B | Moderate | Writing & Research | SPI 0401.3.8 Transitional Words [69108] | D64017 |
| 12 | B | Hard | Informational Text | SPI 0401.6.7 Instructions in Sequential Order [69127] | D76587 |
| 13 | D | Moderate | Logic | SPI 0401.5.2 Cause-Effect Relationships [69116] | U45416 |
| 14 | B | Hard | Logic | SPI 0401.5.6 Sequence of Events [69120] | D64907 |
| 15 | C | Moderate | Informational Text | SPI 0401.6.7 Instructions in Sequential Order [69127] | D54272 |
| 16 | D | Hard | Logic | SPI 0401.5.6 Sequence of Events [69120] | D56120 |
| 17 | D | Hard | Informational Text | SPI 0401.6.7 Instructions in Sequential Order [69127] | D83558 |

**Name:**                                                                         Date:                                   
  
**4th Grade TCAP Coach Chapter 3 Lesson 28, 29, and 30**

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| **Question 1 of 17** | | | | |
| Dear Jane,  Thank you for taking care of Rufus while we are away for the weekend. I know he is happy to have you feeding, walking, and playing with him. He usually gets a bath on Saturday, but bath time isn't his favorite time. These instructions should make things easier:  1. Gather the flea shampoo, two beach towels, a large plastic cup, the hairdryer, the dog treats, and Rufus's brush and place them in the downstairs bathroom. You may want to change into a bathing suit, too.  2. Put Rufus on his leash and lead him to the bathroom. If he won't go in, give him a dog treat. He should cooperate, but you may have to give him more than one treat.  3. Remove his leash and collar and lift him into the tub. He may struggle, so be careful.  4. When he is wet enough, lather him well with the flea shampoo. Don't worry if he shakes and covers you with suds. The shampoo will get rid of any fleas you have, too!  5. Turn the shower on and use the sprayer to get Rufus wet all over. If he jumps out of the tub, repeat the last part of step 3.  6. Using the sprayer and the plastic cup, rinse off all the shampoo. If he jumps out of the tub, repeat the last part of step 3.  7. Spread one of the beach towels on the floor and put Rufus in the middle. Use the hairdryer and brush on his fur until it is fluffy and thoroughly dry. The sound of the hairdryer may frighten Rufus; if he runs out of the bathroom, use dog treats to get him back in. You may have to do this several times.  Thanks again! We will see you on Sunday night.  Love,  Aunt Rhonda | | | | |
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| Based on the instructions above, what does Aunt Rhonda assume that Jane knows? | | | | |
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|  | | A. | where to find the shampoo and other items Jane needs | |
|  | | B. | how to get Rufus into the bathroom and into the tub | |
|  | | C. | that Rufus should be dried off with a hairdryer, not a towel | |
|  | | D. | what day of the week Rufus normally gets a bath | |
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| **Question 2 of 17** | | | | |
| Choose the correct order of the events of the day.  1. It was a beautiful day. Hosea was so excited about all the things he was going to do today. He had everything planned.  2. Finally, Hosea was going to a baseball game. He had been waiting for this day a long time. What an exciting day it had been!  3. Next, Hosea had planned a stop at the ice cream store. His mom had promised, and he just couldn't wait.  4. First, he thought he would go to his best friend's house to go skateboarding for a while. His friend had the perfect place to skateboard. | | | | |
|  |  |  |  |  |
|  | | A. | 1,2,3,4 | |
|  | | B. | 4,1,2,3 | |
|  | | C. | 1,4,3,2 | |
|  | | D. | 4,3,2,1 | |
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| **Question 3 of 17** | | | | |
| The Library Project  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018797801.gif  1 Amanda Thorpe could not wait for the bell to ring. Today was the first Monday of the month, when Mr. Ferrell would assign a new class project. His projects always took an enormous amount of work to complete, but they were also fun, exciting, and unusual!  2 Once, the class had to research the planets of the solar system. When they completed some models of the solar system, they went on a field trip to a planetarium to look at the stars. Another time, the class made models of the ocean floor. They completed that unit with a visit to the city aquarium. Today, Amanda knew the class was in for a treat when she saw a model of an old ship at the front of the room.  3 Just as the morning bell rang, a stranger entered the classroom. As the students looked a little closer, they realized that it was Mr. Ferrell dressed in a very outdated costume!  4 He looked like a sea captain from the past, wearing his blue coat that had gold buttons down the front over a white lacy shirt. His black sea hat was trimmed in gold. His pants only came to his knees. Amanda giggled but sat straight up in her seat, waiting anxiously for what her teacher would say.  5 'Aye, aye, mates! I am a sailor from long ago,' Mr. Ferrell explained. 'For this project, you must do some research to figure out who I am. I cannot give you any information. You can only ask me questions based on clues you have found in a book or magazine article.'  6 As the students quickly lined up for library time, Amanda just knew that her group would be the first to discover Mr. Ferrell's identity. Scotty was very fast on the Internet. Liz could find books and magazines quickly. Amanda was also good at research. She felt they had the best team in the class.  7 They raced to the computer and began their quest to find out who Mr. Ferrell was pretending to be. Scotty decided that they first needed to discover when this sailor lived and which country he sailed for.  8 'Many of the old explorers came from Europe. Do you think he was an explorer?' Amanda asked her friends.  9 The three found a book on European explorers and took it to Mr. Ferrell. 'Were you an explorer from Europe?' they all asked at once.  10 'How did you know?' he exclaimed. The three students smiled and raced away to think of their next question. By the end of the day, Amanda's group had discovered four important clues. He was born in England, and he sailed during the 1700s. His job was to chart maps for the English Navy. He made many voyages south of the equator to look for new islands or continents.  11 The next day, Amanda discovered that Sir Francis Drake sailed during the 1500s, so he could not be the right explorer. Scotty found that Sir Walter Raleigh also sailed in the 1500s, and he was in the Irish Army, not the English Navy. Liz researched Henry Hudson. Unfortunately, his voyages were made in the 1600s, and he mainly sailed to the north.  12 Amanda's group was mystified. There were many explorers from England. How could they find the right one? They would need to find information on explorers who traveled south in the 1700s. They spent several minutes trying to figure out the best way to find the answer.  13 All of a sudden, Scotty ran to the computer and typed 'southern explorers from England' into the search box on the Internet. 'No results found' appeared on the screen. He changed the words to 'English explorers after 1700.' Presto! This brought up some new names: Peter Puget and James Cook.  14 Excited with the new information, the three students eagerly started more research. Scotty found that Peter Puget was a naval officer. He was very excited until he read more information. Puget explored mostly in North America.  15 Amanda and Liz read an article on James Cook. He was born in England in 1728. He was a member of England's Royal Navy. He made several voyages below the equator and led the first Europeans to New Zealand. He made maps of islands for England in the 1700s. They had it!  16 Amanda Thorpe beamed as her group ran to Mr. Ferrell with their article and guess. She smiled excitedly when she, Scotty, and Liz were the first ones in line at the exploration exhibit on the class field trip to the Museum of History. Amanda could not wait for next month, when a new project would again be assigned.  According to the passage, which of the following events happens first? | | | | |
|  |  |  |  |  |
|  | | A. | Mr. Ferrell looks like a sea captain from the past. | |
|  | | B. | The students make models of the solar system. | |
|  | | C. | The students complain about the library project. | |
|  | | D. | The students hear the morning bell ring. | |
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| **Question 4 of 17** | | | | |
| Tyrone's Substitute Teacher  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018787901.gif  1 Tyrone was very proud of his Native American animal masks. He had just finished making them yesterday in his art class with his substitute teacher, Mr. Ito.  2 At the end of class, Mr. Ito had told the students it was his last day substituting for their regular art teacher, Miss Zinn.  3 'Will you substitute for Miss Zinn again?' Tyrone had asked. He was glad Miss Zinn was coming back, but he had suddenly realized he was going to miss Mr. Ito.  4 'Well, you never know. I am sure we will see each other again, Tyrone,' Mr. Ito had said with a friendly smile.  5 In the past few weeks, Mr. Ito had taught them many wonderful things about art. They learned how to fold paper cranes and make other origami shapes. Mr. Ito said that origami was just like math. It took a lot of practice. He always smiled as he explained. He seemed to truly enjoy teaching the students new things. Tyrone made a paper sailboat and a paper hat for his sister.  6 Mr. Ito also taught them about Inuit carving. They made animals in a unique way. They made them out of bars of soap! His favorite project was making animal masks. Mr. Ito explained how Native Americans made animal masks to represent their feelings.  7 Tyrone chose to make a raven mask and a bear mask. The raven represented bravery, while the bear represented friendship. He was not sure what he would do with the masks, but he really liked them. Tyrone speculated about whether or not Native Americans had an animal mask for sadness because that was how he felt about Mr. Ito leaving. He slowly put the masks in his locker and took out his books for math class. There would be a big test next week. The math teacher, Mr. Ferrare, had told Tyrone he would help him study for the test.  8 When Tyrone walked into the classroom, Mr. Ferrare was not seated at his desk as usual. Tyrone blinked. He could not believe his eyes.  9 'Mr. Ito!' he said excitedly. 'Are you substituting for Mr. Ferrare?'  10 'Yes, I am,' he smiled. 'Mr. Ferrare told me that you like to review your multiplication tables right before a test. I would be happy to spend a few minutes helping you review.'  11 'Thanks, Mr. Ito,' Tyrone said, smiling. All of a sudden, Tyrone knew exactly what he was going to do with his bear mask.  Which event is responsible for Tyrone's shift in mood from content to gloomy? | | | | |
|  |  |  |  |  |
|  | | A. | The big math test is coming up next week. | |
|  | | B. | Mr. Ito has become very special to Tyrone. | |
|  | | C. | Tyrone learns that it is Mr. Ito's last day teaching art clas | |
|  | | D. | The students clap and cheer on Miss Zinn's first day back. | |
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| **Question 5 of 17** | | | | |
| Read the passage.  Jennie's Dream  1.One morning, Jennie woke up and looked out the window to see if it had snowed. She had never seen snow and heard the night before on the news that the weather was perfect for snow. When Jennie looked out the window, she could not believe it--SNOW, lots and lots of snow.  2.She sat at the kitchen table and wondered how the snow had gone so quickly. All of a sudden there was a loud noise. Jennie woke from a deep sleep and realized that she had been dreaming. Her brother was banging on the door, calling for her to wake up and look out the window. When she finally was awake enough, she ran to the window and saw the snow. She was so happy. Jennie ran to her chair, dressed in her snow clothes--including the snow hat--and went out the door.  3.She ran to her chair, where she had laid her warm clothing the night before, and got dressed. Jennie put on her snowsuit, with boots and mittens to match. She then searched for her snow hat. She knew her mother would not let her play in the snow without her snow hat. Jennie looked under the chair and behind it--no snow hat. She tore her room apart looking for the hat. After she had looked in every possible place, she ran downstairs.  4.She told her mother that she needed to find her hat, so she could go out and play in the snow. Her mother asked where she had looked. Jennie told her everywhere. Jennie's mother helped her look for the lost, though much needed, snow hat. They had no luck. Just then, Jennie's brother Sam walked down the stairs yawning and rubbing the sleep from his eyes. Jennie, desperately, asked her brother if he had seen the snow hat. He smirked and asked her why she needed it. She told him to look out the window. He looked out the window and told her that he didn't see anything. She ran to the window and Sam was right. There was no snow. Jennie could not understand what had happened. | | | | |
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| Which is the correct order for the story to make sense to the reader? | | | | |
|  |  |  |  |  |
|  | | A. | 1, 2, 3, 4 | |
|  | | B. | 2, 3, 4, 1 | |
|  | | C. | 1, 4, 3, 2 | |
|  | | D. | 1, 3, 4, 2 | |
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| **Question 6 of 17** | | | | |
| It was a stormy night when the basketball game was to start. Pedro was looking forward to seeing his son, Miguel, play in his first game. He arrived at the edge of town just as the storm hit, causing him to pull off to the side of the road. It rained so hard that the police had blocked the main road leading to the gym. Pedro had to take another road, which made him an hour late for the game. Luckily, Miguel did not start the game and Pedro was there when the coach put him in.  Based on the paragraph above, what was the effect of the storm? | | | | |
|  |  |  |  |  |
|  | | A. | Pedro was an hour late. | |
|  | | B. | Pedro did not get to see Miguel play. | |
|  | | C. | Miguel did not start the game. | |
|  | | D. | Miguel was late to the game. | |
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| **Question 7 of 17** | | | | |
| The Fox And The Goat  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018790301.gif  1 Fox was running from an angry farmer one warm summer day. He skillfully managed to escape from the man. However, just as he was congratulating himself for being so shrewd, he stumbled and fell into a well. Now the weather had been dry for some time, so there was not much water in the bottom of the well. Furthermore, the sides of this well were so tall and so steep that he could not possibly climb out. 'What am I going to do?' thought Fox.  2 Noticing Fox in the well, Goat called down, 'Hello there, friend! The heat today has made me very thirsty indeed. Tell me, is that water any good?'  3 A scheme immediately started to bubble in Fox's mind. 'Good?' he asked. 'You want to know if this water is good? Friend, this water is wonderful! In fact, it's the coolest, most refreshing water I have tasted in my entire life! Don't take my word for it, though. Come down here and sample some for yourself.'  4 Goat did not hesitate. With a quick glance at the inviting water below, into the well he jumped. For several minutes the well echoed with the slurping sounds of Goat's drinking. Fox watched quietly and smiled. Finally, his thirst quenched, Goat lifted his head and looked around. Then he frowned. 'Hey!' he exclaimed. 'How am I supposed to get out of this well?'  5 Fox gave Goat a sly grin and said, 'I have an idea. Stand on your hind legs and put your front legs against the side of the well. Then let me climb onto your back. I think that if I stand on your horns, I may be able to get out of the well. Once I am out, I'll help you to get out too.'  6 Goat followed Fox's instructions. In moments Fox was standing beside the well. Happy to be free again, Fox started to walk away. Just then Goat cried out, 'Wait, friend! You said that if I helped you get out of the well, you would help me get out too. What about your promise?'  7 Fox called back, 'You will have to find someone else to keep that promise, friend. If you had any sense at all, you would not have gotten into the well unless you were sure that you could get out again!'  What happens immediately after Fox invites Goat to taste the water? | | | | |
|  |  |  |  |  |
|  | | A. | Goat jumps into the well. | |
|  | | B. | Goat asks if the water is good. | |
|  | | C. | Fox tells Goat how to get out of the well. | |
|  | | D. | Fox gives Goat some water to drink. | |
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| **Question 8 of 17** | | | | |
| Put the following sentences in order as they occurred.  1. He filled the sink with hot, soapy water.  2. Then he wiped the empty counter and stove clean.  3. Trey's father asked him to clean the kitchen after supper.  4. Trey went to the kitchen and looked at the dirty dishes on the counter and stove.  5. Next, he placed the dirty dishes in the sink and washed them. | | | | |
|  |  |  |  |  |
|  | | A. | 3-1-4-2-5 | |
|  | | B. | 3-4-1-5-2 | |
|  | | C. | 4-3-1-2-5 | |
|  | | D. | 4-5-3-2-1 | |
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| **Question 9 of 17** | | | | |
| Read the passage.  Jennie's Dream  One morning, Jennie woke up and looked out the window to see if it had snowed. She had never seen snow and heard the night before on the news that the weather was perfect for snow. When Jennie looked out the window, she could not believe it--SNOW, lots and lots of snow. She ran to her chair, where she had laid her warm clothing the night before, and got dressed. Jennie put on her snowsuit, with boots and mittens to match. She then searched for her snow hat. She knew her mother would not let her play in the snow without her snow hat. Jennie looked under the chair and behind the it--no snow hat. She tore her room apart looking for the hat. After she had looked in every possible place, she ran downstairs. She told her mother that she needed to find her hat, so she could go out and play in the snow. Her mother asked where she had looked. Jennie told her everywhere. Jennie's mother helped her look for the lost, though much needed, snow hat. They had no luck. Just then, Jennie's brother Sam walked down the stairs yawning and rubbing the sleep from his eyes. Jennie, desperately, asked her brother if he had seen the snow hat. He smirked and asked her why she needed it. She told him to look out the window. He looked out the window and told her that he didn't see anything. She ran to the window and Sam was right. There was no snow. Jennie could not understand what had happened. She sat at the kitchen table and wondered how the snow had gone so quickly. \_\_\_\_\_\_\_\_\_\_\_\_\_, there was a loud noise. Jennie woke from a deep sleep and realized that she had been dreaming. Her brother was banging on the door, calling for her to wake up and look out the window. When she finally was awake enough, she ran to the window and saw the snow. She was so happy. Jennie ran to her chair, dressed in her snow clothes--including the snow hat--and went out the door. | | | | |
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| Which words would fill in the blank and complete the flow of this story? | | | | |
|  |  |  |  |  |
|  | | A. | To summarize, | |
|  | | B. | All of a sudden, | |
|  | | C. | To begin with, | |
|  | | D. | In this case, | |
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| **Question 10 of 17** | | | | |
| What is a more interesting way to write the following sentences?  Jamil was a great ball player. He played basketball every day. He made three-point baskets. | | | | |
|  |  |  |  |  |
|  | | A. | Jamil played basketball every day so he was a great ball player. He shot three-point shots. | |
|  | | B. | Because he played basketball every day, Jamil was a great ball player who made three-point baskets. | |
|  | | C. | Jamil played basketball every day. Because he played every day he was a great player. He made three-point baskets. | |
|  | | D. | Jamil played ball every day to be a great ball player. He shot three-point shots. He made a lot of baskets. | |
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| **Question 11 of 17** | | | | |
| Linda was the first to arrive at the birthday party.  Then the door opened and Jay came in carrying a large box. Next, Susie followed with a big teddy bear. \_\_\_\_\_\_\_\_\_\_\_\_, Joey arrived and we could eat cake and ice cream.  Select the appropriate time order word to show the correct flow of the paragraph. | | | | |
|  |  |  |  |  |
|  | | A. | When | |
|  | | B. | Finally | |
|  | | C. | So | |
|  | | D. | Suddenly | |
|  | | | | |

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| **Question 12 of 17** | | | | |
| Dear Jane,  Thank you for taking care of Rufus while we are away for the weekend. I know he is happy to have you feeding, walking, and playing with him. He usually gets a bath on Saturday, but bath time isn't his favorite time. These instructions should make things easier:  1. Gather the flea shampoo, two beach towels, a large plastic cup, the hairdryer, the dog treats, and Rufus's brush and place them in the downstairs bathroom. You may want to change into a bathing suit, too.  2. Put Rufus on his leash and lead him to the bathroom. If he won't go in, give him a dog treat. He should cooperate, but you may have to give him more than one treat.  3. Remove his leash and collar and lift him into the tub. He may struggle, so be careful.  4. When he is wet enough, lather him well with the flea shampoo. Don't worry if he shakes and covers you with suds. The shampoo will get rid of any fleas you have, too!  5. Turn the shower on and use the sprayer to get Rufus wet all over. If he jumps out of the tub, repeat the last part of step 3.  6. Using the sprayer and the plastic cup, rinse off all the shampoo. If he jumps out of the tub, repeat the last part of step 3.  7. Spread one of the beach towels on the floor and put Rufus in the middle. Use the hairdryer and brush on his fur until it is fluffy and thoroughly dry. The sound of the hairdryer may frighten Rufus; if he runs out of the bathroom, use dog treats to get him back in. You may have to do this several times.  Thanks again! We will see you on Sunday night.  Love,  Aunt Rhonda | | | | |
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| Which two steps of the instructions need to be switched? | | | | |
|  |  |  |  |  |
|  | | A. | steps 2 and 3 | |
|  | | B. | steps 4 and 5 | |
|  | | C. | steps 5 and 6 | |
|  | | D. | steps 3 and 5 | |
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| **Question 13 of 17** | | | | |
| Nellie Bly, News Reporting Pioneer  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018748501.gif  **Becoming Nellie Bly**  1 Elizabeth Cochrane was furious! Her anger was fueled by an article printed in the Pittsburgh Dispatch. The piece poked fun at women who wanted some of the same jobs that men had. Today, it is common for men and women to compete for similar jobs. This was not true in Elizabeth's day. In 1885, many people argued that the only place a woman should be allowed to work was at home. Elizabeth disagreed and wrote a letter to the newspaper in protest.  2 Impressed by Elizabeth's spirited letter, the newspaper's editor offered to hire the young writer as a reporter. Elizabeth eagerly accepted the job. At the time, it was the custom for a woman to sign her stories with a pen name. It was agreed that Elizabeth would use the name of a character from a popular song as her pen name. That is how Elizabeth Cochrane became known to her readers as Nellie Bly.  3 It did not take long before Nellie Bly became a household name. Her stories were different from those of most female writers of the day. Bly wrote about serious issues instead of ladies' fashions and flower shows.  **Getting the Story**  4 To gather facts for her stories, Bly often worked undercover. This was a new style of reporting, and it became her trademark. When she wanted to know how the women and children who worked in Pittsburgh's factories were treated, she did more than just ask questions. Bly took a job as a factory worker to get her story. She then told her readers about the harsh treatment she had observed firsthand. For another story, Bly pretended to be insane in order to be admitted to a hospital for the mentally ill. For ten days she experienced dirty living conditions, ice-cold baths, and hunger, just as the other patients did. Her reports about the dreadful conditions at the hospital helped bring about needed improvements in patient care.  5 Bly's reports often sparked debate as she brought problems like poverty to the public's attention. However, not everyone approved of her methods. Some people objected to the way Bly did the research for her stories. They referred to her style as 'stunt reporting.'  **Traveling the World**  6 Bly was always on the lookout for bold story ideas. While still in her early 20s, she took on a reporting job that would make her a celebrity. Jules Verne's popular novel Around the World in Eighty Days described a globe-circling trip made by imaginary hero Phileas Fogg. In Bly's day, women seldom traveled alone, and a trip around the world could take up to a year to complete. Bly decided not only to make Fogg's trip but to beat his travel time. Her adventure became a popular contest in the New York World. Each day the newspaper published a map showing her new location. Readers were asked to guess how long it would take her to complete her journey around the world. With a monkey as a traveling companion, Bly rounded the globe by means of train, boat, burro, and rickshaw. She returned to a cheering crowd in New York after completing a trip of more than 20,000 miles in 72 days, 6 hours, and 11 minutes.  **Writing the Final Chapter**  7 Around age 30, Bly married millionaire businessman Robert Seaman and retired from reporting. After his death, she turned her attention to running an iron-manufacturing company started by her husband. Then an important event stirred her reporter's instinct once again. World War I began about the time Bly made a trip from the United States to England. From Europe, she wrote about the war and sold her reports to a New York newspaper.  8 After her return to America, Bly continued to write well into her 50s. In remembering her remarkable career, at least one newspaper called Nellie Bly the best reporter of her time.  Which of the following happened as a result of Nellie Bly's reports about her stay at the hospital? | | | | |
|  |  |  |  |  |
|  | | A. | She lost her job as a reporter. | |
|  | | B. | Better food was served at the hospital. | |
|  | | C. | She pretended to be ill. | |
|  | | D. | Patient care at the hospital was improved. | |
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| **Question 14 of 17** | | | | |
| Arrange the following sentences in the correct order.  1. It was the final game of the season.  2. Our last chance was a half court shot.  3. I had just realized the score was fifty-five to fifty-seven.  4. The final shot from center court rolled around the rim and finally went in. | | | | |
|  |  |  |  |  |
|  | | A. | 1,3,4,2 | |
|  | | B. | 1,3,2,4 | |
|  | | C. | 3,2,4,1 | |
|  | | D. | 4,1,2,3 | |
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| **Question 15 of 17** | | | | |
| You are writing instructions to explain how to fix a flat tire on a bicycle. What is the best way to write them? | | | | |
|  |  |  |  |  |
|  | | A. | a fiction essay | |
|  | | B. | an outline | |
|  | | C. | a numbered list | |
|  | | D. | a narrative story | |
|  | | | | |

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| **Question 16 of 17** | | | | |
| Marvin and Max were best friends who loved to play basketball. They were both on the basketball team at Watson Junior High. It was the middle of ball season and Marvin hurt a muscle in his ankle. The doctor said it would take six weeks to get better. This put him out for the season. His younger brother, T.J., was the next person to take his place. T.J. was not as good as his brother, but he tried hard. T.J. began to spend more time with Max at ball practice and after ballgames. They became great friends. They even practiced basketball together on the weekends. Marvin was jealous of the friendship Max and T.J. had. Marvin stopped talking to both of them.  One Saturday morning, while eating breakfast, Marvin's mother asked him how Max was doing. Marvin just shook his head. T.J. spoke up and said that Max was doing great and that they were planning on seeing a movie later that afternoon. Marvin's mother asked T.J. if he would take out the trash. She did not want it to begin to smell. T.J. did as his mother told him, and Marvin's mother sat at the table with her other son. | | | | |
|  | | | | |
| At what point in the story did T.J. become friends with Max? | | | | |
|  |  |  |  |  |
|  | | A. | after T.J. took out the trash at breakfast | |
|  | | B. | after T.J.'s mom spoke to Marvin one morning | |
|  | | C. | the first day at Watson Elementary School | |
|  | | D. | after his brother tore a muscle in his ankle | |
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| **Question 17 of 17** | | | | |
| Kate is writing a report on the history of skateboarding.  As early as the 1930's, children attached a wooden board to their roller skates, but it wasn't until the late 1950's that the first skateboard was invented. The skateboard was originally designed as a way for surfers to surf on land, rather than in the ocean. In the early 1990's, the first platform steerable skateboard was designed, which made it easier for skateboarders to perform the intricate tricks that we see today. | | | | |
|  | | | | |
| What combination would provide the **best** sources of information for this report? | | | | |
|  |  |  |  |  |
|  | | A. | history textbook and the Internet | |
|  | | B. | magazine and dictionary | |
|  | | C. | magazine and encyclopedia | |
|  | | D. | the Internet and books about skateboarding | |
|  | | | | |

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