**Progress Probe #1662972: 5th Grade TCAP Coach Chapter 3 Lesson 26 (Grade 05 RE)**

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| **Teacher Key with Answers** |
| **Ques** | **Answer** | **Level** | **Skill** | **Subskill** | **Item #** |
| 1 | C   | Hard   | Literature   | SPI 0501.8.9 Author's Purpose [69255] | D53055 |
| 2 | A   | Hard   | Writing & Research   | SPI 0501.3.8 Vivid and Active Words [69171] | D99196 |
| 3 | A   | Moderate   | Literature   | SPI 0501.8.9 Author's Purpose [69255] | U47295 |
| 4 | D   | Moderate   | Communications & Media   | SPI 0501.2.1 Audience [69160] | D104155 |
| 5 | A   | Moderate   | Literature   | SPI 0501.8.9 Author's Purpose [69255] | U47785 |
| 6 | D   | Hard   | Writing & Research   | SPI 0501.3.8 Vivid and Active Words [69171] | D99195 |
| 7 | B   | Hard   | Writing & Research   | SPI 0501.3.1 Audience [69164] | D18759 |
| 8 | C   | Hard   | Communications & Media   | SPI 0501.2.1 Audience [69160] | D3315 |
| 9 | A   | Moderate   | Writing & Research   | SPI 0501.3.1 Audience [69164] | U47874 |
| 10 | D   | Moderate   | Writing & Research   | SPI 0501.3.2 Purpose for Writing [69165] | D67356 |
| 11 | C   | Moderate   | Communications & Media   | SPI 0501.2.1 Audience [69160] | D104154 |
| 12 | D   | Hard   | Writing & Research   | SPI 0501.3.2 Purpose for Writing [69165] | D66722 |
| 13 | D   | Moderate   | Writing & Research   | SPI 0501.3.2 Purpose for Writing [69165] | D55158 |
| 14 | A   | Moderate   | Writing & Research   | SPI 0501.3.1 Audience [69164] | U48379 |
| 15 | C   | Moderate   | Writing & Research   | SPI 0501.3.8 Vivid and Active Words [69171] | U46148 |
| 16 | C   | Hard   | Writing & Research   | SPI 0501.3.8 Vivid and Active Words [69171] | D62721 |
| 17 | A   | Moderate   | Writing & Research   | SPI 0501.3.8 Vivid and Active Words [69171] | U46142 |

**Name:**                                                                         Date:

**5th Grade TCAP Coach Chapter 3 Lesson 26**

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| **Question 1 of 17** |
| Propaganda is written to:  |
|   |   |   |   |   |
|    | A. | inform. |
|    | B. | entertain. |
|    | C. | persuade. |
|    | D. | instruct. |
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| **Question 2 of 17** |
| The book is being read by almost everyone in the fifth grade.  |
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| What is the best way to change the passive verbs in the sentence to active verbs? |
|   |   |   |   |   |
|    | A. | Almost everyone in the fifth grade is reading the book. |
|    | B. | The book is being read by almost the entire fifth grade. |
|    | C. | Reading the book is being done by almost everyone in the fifth grade. |
|    | D. | Almost every book is being read by the fifth grade class.  |
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| **Question 3 of 17** |
| Looking Up http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018746101.gif(It is nighttime. A father and son are in their backyard, under a star-filled sky.) FATHER: (pointing up) See that star in the sky? It's not really a star. It's a planet. That's Venus—one of the nine planets that orbit our sun. BENNY: (without enthusiasm) Oh. FATHER: And see that haze in the sky over there? It almost looks like a cloud that glows in the dark. BENNY: Uh-huh. FATHER: It's not a cloud or a haze. It's a milky-looking band of starlight at the edge of our own galaxy, which is a giant grouping of stars and planets. That's why they call our galaxy the Milky Way. BENNY: Oh. FATHER: The Milky Way is a giant spiral of more than 100 billion stars. It measures about 100,000 light-years across. That's about 588,000 trillion miles! Outside of our galaxy are more than 100 billion galaxies with a huge number of stars in each one. Isn't that amazing? BENNY: (weakly) Yeah, that's amazing, all right. FATHER: What's wrong, buddy? BENNY: Nothing. FATHER: I think I know. You're disappointed that you didn't make the baseball team. I'm sorry that didn't turn out the way you'd hoped. BENNY: They needed a pitcher, but I'm no good at pitching. FATHER: Well, maybe you're good at catching or running. Or maybe there's some other talent you haven't even discovered yet. BENNY: (not convinced) Maybe. FATHER: You'll get another chance to try out for the baseball team next spring. BENNY: Next spring? That's a year away! FATHER: A year isn't so long. BENNY: It might as well be forever. (Benny's father thinks a moment, then puts his arm around Benny's shoulder.) FATHER: You know what? BENNY: What? FATHER: Up there, in our solar system, is a new planetoid they just discovered. BENNY: What's that? FATHER: That's something that's a little smaller than a normal planet. BENNY: And they didn't know it was there before? FATHER: No. Isn't that amazing? Something that big was there all along, but we had never seen it before now. They named it Sedna. It's 85 billion miles away from the sun. That means it takes Sedna 10,500 years just to orbit the sun once. BENNY: That's kind of cool. FATHER: One year on Earth lasts only 365 days. One year on Sedna lasts more than 10,000 years! BENNY: Wow! FATHER: Next spring will come around faster than you think. Then you can try out for baseball again. And you know what? BENNY: What? FATHER: You have lots of talents you don't know about. They're already there, waiting to be discovered. (Benny smiles at his father; then they both look up at the starry sky.) What is the primary purpose of this passage?  |
|   |   |   |   |   |
|    | A. | To offer readers a lesson about growing up  |
|    | B. | To teach readers about the Milky Way  |
|    | C. | To inform readers about the discovery of a star  |
|    | D. | To entertain readers with a suspenseful play  |
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| **Question 4 of 17** |
| Starbucks is known for their good coffee and sweet pastries. Most people are willing to splurge a little for one of these tasty treats... Which audience would probably NOT be interested in reading the rest of this story? |
|   |   |   |   |   |
|    | A. | coffee drinkers |
|    | B. | chefs |
|    | C. | business owners |
|    | D. | non coffee drinkers |
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| **Question 5 of 17** |
| Dear Mayor Ralston 1 I would like to bring an important matter to your attention. The field at the corner of County Road 19 and Smithfield Road is up for sale. The owner of the field Reginald Cooper is willing to sell the property to the city for a reduced price. He would like the city to build a childrens park on the property. 2 The Parent and School Committee has been raising money for a new park. The money we raised can pay for the park equipment. We believe this property would be perfect for our project. The library project was a great success for our city. 3 I would like to meet with you. I would like to discuss the possibility of the city purchasing this property. I think a new park would be a great addition for our city; because we should not pass up this opportunity. Sincerely, Jane Stevens Parent and School Committee President What is the main purpose of the letter?  |
|   |   |   |   |   |
|    | A. | to persuade the reader of a viewpoint  |
|    | B. | to instruct the reader on a process  |
|    | C. | to inform the reader about selling land  |
|    | D. | to entertain the reader with a story  |
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| **Question 6 of 17** |
| Which underlined word is a vivid verb?  |
|   |   |   |   |   |
|    | A. | The brisk air went through the trees. |
|    | B. | The brisk air is through the trees. |
|    | C. | The brisk air was through the trees. |
|    | D. | The brisk air whisked through the trees. |
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| **Question 7 of 17** |
| A light rail system would solve many of the problems that exist in our city. The main benefit of light rail is that it would reduce the number of cars on the highway at peak traffic times. This would mean shorter rides to work or school. It would also mean less gasoline used and less pollution from automobiles. Light rail would also give people a chance to interact outside their cars. Inside a car, you are cut off from the world around you. On a train, however, you are more likely to have friendly conversations with your neighbors. There is no good reason to oppose a light rail system in our city. |
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| Who would be the most likely audience for the paragraph? |
|   |   |   |   |   |
|    | A. | supporters of a light rail system |
|    | B. | citizens about to vote on a light rail system |
|    | C. | city planners designing a light rail system |
|    | D. | car dealerships |
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| **Question 8 of 17** |
| The author wrote the following selection for people who enjoy reading\_\_\_\_\_\_\_\_\_\_. Booker Talifero (T.) Washington (April 5, 1856-1915) was born into slavery in Virginia on 5 April 1856. After the United States Civil War when the Emancipation Proclamation was enforced, he worked with his mother, Jane, as a salt-packer in a West Virginia facility, and, when he could, attended school. At 16, he entered the Hampton Institute, a school intended to train black teachers. He later founded and served as president of Tuskeegee Institute, an academic and vocational school for blacks during Reconstruction. He was to become one of America's foremost educators of his time. He also recruited George Washington Carver to teach and conduct research at Tuskeegee Institute. Active in politics, he was routinely consulted by Congressmen and Presidents about the appointment of blacks to political positions. He worked and socialized with many white politicians and notables. He argued that self-reliance was the key to improved conditions for Blacks in the US. However, for his advice to blacks to "compromise" and accept segregation, other black activists of the time, such as W. E. B. DuBois, labeled him an "accomodator". His autobiography, Up from Slavery, was a bestseller. *from the free encyclopedia: Wikipedia*  |
|   |   |   |   |   |
|    | A. | autobiographies |
|    | B. | dramas |
|    | C. | biographies |
|    | D. | realistic fiction |
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| **Question 9 of 17** |
| First American Guide Dog 1 Dorothy and Elliot Eustis bred and trained German shepherds in Switzerland for border patrol work. Mrs. Eustis wrote an article for an American magazine describing how smart her dogs were. She included the fact that some of her dogs helped guide war veterans who had lost their sight. 2 When Morris Frank heard about the article, he contacted Mrs. Eustis. He asked her to help him too. Mrs. Eustis invited Morris to come to Switzerland. Morris traveled all the way from Nashville in the 1920s to visit her. While he was there, he was trained to work with a dog named Buddy. 3 Morris and Buddy returned to the United States. Buddy was the first guide dog in the country. Morris was impressed with Buddy. He wrote to Mrs. Eustis to tell her this. Mrs. Eustis was very happy and decided to start a school for guide dogs in the United States. Which audience did the author most likely have in mind when writing this passage?  |
|   |   |   |   |   |
|    | A. | people wanting to learn about service animals  |
|    | B. | people going on a trip to Switzerland  |
|    | C. | people wanting to own a certain breed of dog  |
|    | D. | people planning to move to Nashville  |
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| **Question 10 of 17** |
| Two students with different writing styles |
|   |   |   |   |   |
|    | A. | should always have conferences together. |
|    | B. | should never conference together. |
|    | C. | cannot earn the same grade. |
|    | D. | can be equally talented as writers. |
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| **Question 11 of 17** |
| Writers always have an audience in mind when writing. Which audience would probably NOT appreciate an article about building houses? |
|   |   |   |   |   |
|    | A. | construction workers |
|    | B. | real estate dealers |
|    | C. | marathon runners |
|    | D. | hardware store owners |
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| **Question 12 of 17** |
| You are finishing a poetry portfolio for your teacher. There is one type of poem you must include before you are finished: a concrete poem. Which of the following would be the **best** definition of a concrete poem? |
|   |   |   |   |   |
|    | A. | A poem that has end rhyme in every other line. |
|    | B. | A poem that has only three lines of 5 syllables, 7 syllables, and 5 syllables. |
|    | C. | A poem that tells a story. |
|    | D. | A poem where the purposeful placement of the words on the page actually creates a picture of the subject of the poem. For example, in a poem about a cat the words would form the outline of a cat. |
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| **Question 13 of 17** |
| Different situations require different writing techniques. If you are describing a science experiment, what type of writing is most effective if you want help with the experiment? |
|   |   |   |   |   |
|    | A. | a narrative description of your experiences in science |
|    | B. | a drawing of the experiment equipment required |
|    | C. | a description of the reason for doing the science experiment |
|    | D. | a report of the steps of the experiment and the expected results |
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| **Question 14 of 17** |
| How Does a Road Go to the Sun? http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000031492401.gif1 Can you imagine a road that leads to the sun? There is such a road in Glacier National Park in Montana. It is named Going-to-the-Sun Road because it climbs toward the sky. 2 In 1910, the superintendent of Glacier National Park, William R. Logan, decided to build a road across the tallest mountains in the park. The usual means of transportation was packhorses. He wanted everyone to have access to the park with their automobiles. Many people thought the road could not be built. The Continental Divide, which stretches from Alaska to Mexico, runs through the middle of Glacier National Park. From the high mountain ridges and peaks of the Continental Divide, rivers flow in opposite directions—east or west. Before Going-to-the-Sun Road was built, the tall peaks of the Continental Divide inside the park had been crossed only by horseback riders. There was no way for an automobile to travel across such mountains. 3 The first two-and-a-half miles of road were built on one side of the park in 1911. Then the work stopped. Many years went by before construction workers started on the road again. During this time, plans were made for building the road across the highest mountains in the center of the park. This was the most difficult part of the project. 4 When construction began again in 1925, the biggest problem for workers was the steep mountains. It was hard to get machinery to the work areas because of the narrow paths and tall cliffs. Horses were used to help pull the heavy machinery through forests and up the mountains. Once, to get a steam shovel to a work area where it was needed, the workers had to tie cables around it and lower it over a cliff. 5 While building the road, the workers lived in mountainside work camps. Because there is snow in Glacier National Park most of the year, they had to wear warm clothing to protect themselves against the cold weather of the mountains. Their tents, blankets, food, and other supplies were carried to the camps by packhorses. 6 In 1933, after many years of hard work, the 50-mile road across the Continental Divide was completed. For the first time, automobiles could cross from one side of the park to the other. This was important to the tourists who visited Glacier National Park every year. They could see the entire park by touring in their cars and stopping to hike the many trails leading from the road. 7 Building Going-to-the-Sun Road was a great achievement for the park. Thousands of people drive through the park on the road each year. Visitors say they feel as if they actually are driving toward the sun as their automobiles climb the steep mountain road to the top. 8 The highest point of the road is at the Continental Divide. Named Logan Pass, it is covered in snow until late in the summer. Only a few weeks after the last snow melts, the early fall snow usually begins. The beautiful scene at Logan Pass, of white mountain peaks and green valleys below, can be viewed because of the efforts of many people who believed the road could be built. Their hard work made the mountains of Glacier National Park accessible to the public. Who would most likely benefit from reading this article?  |
|   |   |   |   |   |
|    | A. | Someone who enjoys traveling  |
|    | B. | Someone who raises horses  |
|    | C. | Someone who enjoys mountain climbing  |
|    | D. | Someone who paints landscapes  |
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| **Question 15 of 17** |
| The Lighthouse Keeper 1 The town held a parade to celebrate its birthday every year. Samuel always helped his father \_\_\_\_\_\_\_ a float for the parade. He had been trying to think of an idea for this year. However, he had not been able to come up with anything yet. “No,” He replied. “I’ll try to think of something this week.” 2 Later that day Samuel went for a walk on the nearby beach. It was getting dark. Samuel saw the lighthouse at the end of the beach, with \_\_\_ light blinking. 3 “Do you have any ideas for the float, Samuel?” his father asked. 4 That’s it, he thought. We can make a lighthouse float! Samuel ran home quickly to tell his father about the idea. 5 Samuel explained the idea to his father “We can have a lighthouse, with a real light and everything,” he said. “We can even make a miniature harbor with boats in it.” 6 Samuel’s father liked the idea immediately. “I also have an idea to go along with that, son,” he said. “Mr. Garza, the lighthouse keeper, is retiring this year. He’s been running the lighthouse for over 40 years. This will be a great way to thank him for his hard work.” 7 “There’s just one thing missing,” his father said. He attached a chair to the back of the float. “Now Mr. Garza can watch over the harbor like he always has.” 8 Samuel and his father started to work on the float. With the parade only two weeks away. His father made a wooden structure for the lighthouse, and Samuel covered it with paper-maché. They used blue clay to make the ocean. Samuel borrowed toy boats from his friend to use in the fake harbor. 9 “It’s almost finished,” his father said. “Now we have to paint it.” 10 Samuel and his father worked together to paint the float. Samuel’s favorite color was green. When they were finished, they stepped back to look at their work. 11 “It looks great,” Samuel said. “Let’s see if the lighthouse works.” His father flipped a switch on the lighthouse. The light at the top turned on and began to spin. Read the sentence from the passage. Samuel helped his father \_\_\_\_\_\_\_ a float for the parade every year. Which would be the most descriptive word to use to complete the sentence?  |
|   |   |   |   |   |
|    | A. | do  |
|    | B. | produce  |
|    | C. | design  |
|    | D. | make  |
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| **Question 16 of 17** |
| Identify the words that would be the most vivid. |
|   |   |   |   |   |
|    | A. | mad, bad |
|    | B. | big, little |
|    | C. | shivering, crept |
|    | D. | small, nice |
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| **Question 17 of 17** |
| The Mixed-Up Picture 1 In art class, Stephanie asked Jenna if she would hold still while Stephanie drew her portrait. Jenna agreed. She was \_\_\_\_\_\_\_\_\_ that Stephanie wanted to draw her picture. She held very still as Stephanie worked. 2 “But Jenna,” Stephanie said. “Can’t you tell that the person in the drawing has your ears? And see, she has Tabitha’s eyes, Maura’s chin, Drew’s hair, and Suzanne’s nose! It's a mixture of several girls features.” 3 After a little while, Stephanie announced that she was finished. Jenna moved around the table to see the drawing. She was excited to see how Stephanie’s picture of her had turned out. She was shocked. Jenna said, “That looks nothing like me!” Read the sentence from the passage. She was \_\_\_\_\_\_\_\_\_ that Stephanie wanted to draw her picture. Which is the most descriptive word to use to complete the sentence?  |
|   |   |   |   |   |
|    | A. | flattered  |
|    | B. | happy  |
|    | C. | glad  |
|    | D. | pleased  |
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