**Progress Probe #1663259: 5th Grade TCAP Coach Chapter 4 Lesson 32 (Grade 05 RE)**

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| **Teacher Key with Answers** | | | | | |
| **Ques** | **Answer** | **Level** | **Skill** | **Subskill** | **Item #** |
| 1 | A | Moderate | Literature | SPI 0501.8.9 Author's Purpose [69255] | U47147 |
| 2 | A | Hard | Literature | SPI 0501.8.3 Literary Genres [69244] | D59786 |
| 3 | C | Hard | Literature | SPI 0501.8.9 Author's Purpose [69255] | D71559 |
| 4 | D | Moderate | Literature | SPI 0501.8.3 Literary Genres [69244] | U47303 |
| 5 | D | Hard | Logic | SPI 0501.5.3 Fact/Opinion and Reality/Fantasy [69212] | D68158 |
| 6 | A | Hard | Literature | SPI 0501.8.3 Literary Genres [69244] | D59527 |
| 7 | A | Moderate | Literature | SPI 0501.8.3 Literary Genres [69244] | U45164 |
| 8 | C | Hard | Literature | SPI 0501.8.9 Author's Purpose [69255] | D68155 |
| 9 | B | Hard | Logic | SPI 0501.5.3 Fact/Opinion and Reality/Fantasy [69212] | D100253 |
| 10 | D | Moderate | Logic | SPI 0501.5.3 Fact/Opinion and Reality/Fantasy [69212] | U47174 |

**Name:**                                                                         Date:                                   
  
**5th Grade TCAP Coach Chapter 4 Lesson 32**

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| **Question 1 of 10** | | | | |
| Our Proud American Symbols  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018656801.gif  1 A symbol represents a person, object, or idea. A heart represents love, while a dove represents peace. Symbols are also used to represent countries. The following symbols represent the United States of America.  **The Red, White, and Blue**  2 Every country has its own flag. Parts of the American flag have different meanings.  3 The first United States flag had 13 stripes and 13 stars, which represented the original 13 states. Each time a new state joined the union, another star and another stripe were added. Before long, the growing flag became too large! It was decided to go back to 13 stripes and to add only a star to represent each new state.  4 The colors of the flag also carry meanings. Red represents courage and strength. We want others to see our country as strong. White stands for honesty and purity. It is a color often used to represent honor and goodness. Blue represents determination and justice. This color on the flag means that the United States is faithful, or 'true blue,' to its people.  **A Seal for Documents**  5 In addition to a flag, our country also has a special seal that is used on official documents. The Great Seal is a metal circle with engraved designs. Even if people have never seen an official United States document, they have probably seen the design of the seal many times, for it is printed on the backs of one-dollar bills.  6 The seal shows an eagle with olive branches in one claw and arrows in the other. The olive branches represent peace, while the arrows signify strength. This means that our country is strong, but it also desires peace. In its beak, the eagle holds a ribbon with some Latin words meaning, 'From many, one.' This stands for the many states that make up one nation. In front of the eagle is a shield. The shield has 13 red and white stripes to represent the original 13 colonies, and a blue stripe, which stands for our country's Congress.  7 Only the front of the Great Seal is used on official documents. There is also a design on the back. This design shows a pyramid with 13 rows, each standing for one of the original 13 colonies. The stones of the pyramid represent strength. There is an eye above the pyramid. This is thought to represent watchfulness.  **A Noble Bird**  8 The bald eagle, which is used on the front of the Great Seal, is our national bird. The bald eagle was chosen because the species lives almost entirely within North America. The bald eagle is a proud, majestic bird. It has a wingspan of 6 to 8 feet and stands about 3 feet tall. Because the bird is powerful and fierce looking, it represents a country that is strong.  9 Bald eagles used to be numerous, but over time their numbers decreased. The United States did not want to see its national bird disappear, so laws were passed to protect the bird. Now, there are many bald eagles, and they can be seen across our great land. The symbol of the eagle can be seen on coins, paper money, and postage stamps.  **One Uncle for All**  10 Another symbol for the United States is a character designed by artists and named 'Uncle Sam.' Uncle Sam's initials—U.S.—stand for the United States. He is usually drawn as a tall, white-haired man with a beard, wearing red-striped pants, a long blue coat, and a tall hat with stars and stripes.  11 The symbol of Uncle Sam was made famous when his picture appeared on posters in 1916. He was drawn with his finger pointing outward and the words 'I Want You!' This meant that the United States government was looking for men to serve in the armed forces.  12 There are many symbols for the United States, and we see them wherever we go—in government buildings, in airports, in schools, in offices, and in parades. We fly our American flag, often with an eagle perched on top of the flagpole. These symbols help us feel proud of the country in which we live.  The author most likely wrote this passage to — | | | | |
|  |  |  |  |  |
|  | | A. | express respect for America's symbols and the ideas they represent | |
|  | | B. | persuade readers to look for objects bearing America's symbols and colors | |
|  | | C. | explain which of America's symbols appear on official documents | |
|  | | D. | describe the importance of taking pride in America's symbols | |
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| **Question 2 of 10** | | | | |
| Which one of the following types of poems is specifically created for observations about nature? | | | | |
|  |  |  |  |  |
|  | | A. | A haiku | |
|  | | B. | A epic | |
|  | | C. | A narrative | |
|  | | D. | A lyric | |
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| **Question 3 of 10** | | | | |
| Compare the following passages.  **1. SAVING THE RAINFORESTS**  Before humans began cutting down the rainforests, they covered 15% of the earth's land area. Only in the past forty years have people begun the process of deforestation. Deforestation is cutting trees from rainforest land to clear large areas. During these forty years, the main reason people cut down the trees was to sell the trees for timber. Destroying these forests causes great damage to the ecosystem.  Today rainforests cover less than 7% of the earth's land area. While cutting trees for timber is a big problem, the largest threat to the rainforests today is large farming operations. Large areas of a rainforest are cut to raise crops, mainly soybeans. In the past year, the rate of deforestation has increased 40% in the Amazon rainforest located in Brazil. This is mostly due to the demand for soybeans and soy products grown in this area. Customers in Europe like soy products raised in Brazil better than those grown in the United States.  If we are going to save the Amazon rainforest, we must convince European customers to buy soy products grown in the United States. Then millions of acres of rainforests might be preserved.   **2. THE AMAZING RAINFORESTS**  Tropical rainforests are home to more than 15 million species of plants and animals. These rainforests are found in Asia, Africa, South America, Central America, and on many Pacific islands. Almost half of the world's rainforests are in Brazil.  Rainforests have thick vegetation that absorbs moisture and then falls again as rain. Almost 70 inches of rain falls each year!  There is a structure to the rainforests. They grow in layers. The highest layer is the canopy where trees are between 100 and 200 feet tall. The middle layer is the understory, which contains a mix of small trees, shrubs, and ferns. The lowest layer is the forest floor where herbs, mosses, and fungi grow abundantly.  This mixture of warmth and moisture make the perfect environment for plants and animals that are found nowhere else in the world. The rainforests and all inhabitants make up an amazing forest world. | | | | |
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| The first passage is written to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the second passage is written to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | |
|  |  |  |  |  |
|  | | A. | inform; persuade | |
|  | | B. | persuade; entertain | |
|  | | C. | persuade; inform | |
|  | | D. | entertain; inform | |
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| **Question 4 of 10** | | | | |
| Nine Haikus During a Drought  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018744301.gif    1In the dusty lane  A frog waits for a puddle  To fall from the sky    2Who are those old men  Bent over in the sunshine?  Skeletons of corn    3Dirt dances down the fields  Wind does not care  Whose farm disappears    4Is that a foghorn  Echoing through the pasture?  Just a thirsty cow    5Angry at the sky  The farmer shrugs his shoulders  The clouds will not give    6Underneath the bridge  The ditch is ripe with rubbish  Where the river ran    7We remember when  A warm afternoon cheered us  Now it makes us blue    8Standing by the door  Wearing a coat of cobwebs  Our red umbrella    9Like a cruel joke  We hear the muted rumbling  Thunder without rain  What do haikus 3, 6, and 8 have in common? | | | | |
|  |  |  |  |  |
|  | | A. | They contain words that sound like the things they mean. | |
|  | | B. | They make use of common colors to relate ideas. | |
|  | | C. | They follow a constant rhythm. | |
|  | | D. | They make use of repetitive consonant sounds. | |
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| **Question 5 of 10** | | | | |
| Sean fished the key out of his pocket and let himself in the front door. "Hello?" he called. Nobody was home; his dad was probably still at work, and who knew where Ellen was. He dropped his backpack on the couch and went into the kitchen to fix himself an after-school snack. The refrigerator was almost empty. All Sean saw on the shelves were jars and bottles of condiments, a sorry-looking tomato, leftover Chinese food containers, and a carton of yogurt that had expired the week before. Shutting the door in disgust, he headed for his room.  He put a CD in his stereo, put on the headphones, and lay down on his bed. This CD was a special one. He had made it for his mother last year, before all the tests, the hospital, and everything else had happened. The first song was one of her favorites. It was an oldie but a goodie, as she used to say, and Sean knew that his parents had danced to it on their first date years ago. As he closed his eyes and listened to the familiar tune, he could see his mother in his mind: laughing with his father, helping him and Ellen paint their bedrooms, tying her shoes to go for a run. But in his memories, his mother's face wasn't as clear as it used to be. Blinking back tears, Sean rolled over to face the wall. He didn't see his father as he entered the room. | | | | |
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| Based on the events in the story, what is least likely to happen next? | | | | |
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|  | | A. | Sean's father will try to make him feel better. | |
|  | | B. | Sean will ask his father to go to the grocery store. | |
|  | | C. | Sean's sister will come home and talk with Sean about their mother. | |
|  | | D. | Sean's mother will come into the room and surprise him. | |
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| **Question 6 of 10** | | | | |
| Which one of the following types of poems is specifically created for observations about nature? | | | | |
|  |  |  |  |  |
|  | | A. | A haiku | |
|  | | B. | An epic | |
|  | | C. | A narrative | |
|  | | D. | A lyric | |
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| **Question 7 of 10** | | | | |
| Why Do We Buy?  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000031975901.gif  Advertisements in Our Lives  1 Why do we choose to buy a new breakfast food or try a new vacation spot? Often an advertisement, or ad, has caught our interest. These sales messages are designed to make us want to try new things. Advertisers encourage us to buy products like toys and sneakers. They try to sell us services like carpet cleaning and home repairs.  2 We see and hear hundreds of ads each day. They interrupt our favorite television programs. They decorate pages in magazines and newspapers. They appear on buses, billboards, and clothing. You may even be wearing an ad on a T-shirt right now.  Understanding Ads  3 Ads are made to catch the attention of different age groups of people. Cartoon characters are often used in ads for young children. Famous people are used to sell products to older children and adults. Studies have found that younger children often think a television ad is part of a program. This makes the ad more believable. Older children and adults usually know that ads are trying to sell them something.  Helpful or Harmful?  4 Some ads are helpful. They inform us about the thousands of new products and services that appear each year. This gives us more choice in what we buy. Did you know that over 40 new kinds of breakfast cereal are for sale every year? How would we know about these new foods without ads? Ads also tell us about things that we can do to stay healthy and safe.  5 Ads can make things seem much better than they really are. Laughing children make a dull game seem fun to play. Special lights make an ordinary doll look beautiful. Pictures taken close to a small toy truck make it look large and powerful. People who believe this kind of ad are often unhappy and disappointed when they get the real product.  What Can You Do?  6 What can you do if you are dissatisfied with something you buy? You may want to write a short, friendly complaint letter to the president of the company. Most companies want to know if their customers are not pleased. It costs companies more money to find new customers than to keep old ones happy. Complaint letters help companies know how to improve.  7 Writing a complaint letter also allows you to do something that benefits other people as well as yourself. Honest complaints from a few people make products and services better for everyone.  How to Write a Complaint Letter  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000031562201.gif  A complaint letter is written to show that you are displeased with something you have bought. This letter can be about a product or a service. Every complaint letter should have certain pieces of important information in it.   1. Provide your name, address, and telephone number. 2. Give proof of the place and date of your purchase. 3. If you are complaining about a product, give a description of what you bought. Include the model number of the product. 4. If you are complaining about a service, describe the work that was done. Explain what was wrong with the service you received. 5. Tell about the steps you have taken to solve your problem. Make a suggestion about how you would like the problem to be solved.   Your letter should be neatly written or typed. It should be short, friendly, and polite. It is good to say something nice about the company or a person who represents the company. Do not say angry or rude things in your letter. Keep a copy of your letter until the problem has been solved.  **Sample Complaint Letter**  Sara Kwan  414 Woods Edge Drive  Glen Dale, ND 73224  On May 8, my grandmother bought me a pair of Arrow Trail model AT-307 in-line skates at your store in her neighborhood. She wasn't sure what size I needed. She guessed and bought a size 5. She thought she could take them back if she needed to. She believed she could exchange them for the correct size if they were not right.  I tried my new skates and discovered they were a little small. Grandma offered to take me to your store to get the right size. When we arrived at TradeMart, the salesman in the shoe department said the store did not carry those skates anymore. Grandma had the checkout slip proving they were bought at TradeMart. He still told her she must exchange the skates at the same store where she bought them.  I am sending you a copy of Grandma's receipt. It shows the date and place of the sale. It also has the price of the skates. I am sending the name of the shoe department clerk, too. If your store doesn't carry Arrow Trail skates anymore, you should exchange my skates for the brand that you sell now.  My family always shops at TradeMart. Usually your products and service are good. I hope you fix this problem. Otherwise, I'm afraid my family may choose to shop somewhere else in the future. After you read this letter, please call me and tell me what you have decided to do about this problem. My telephone number is 555-0174. I will be waiting for your call.  Sincerely,  Sara Kwan  What information is found in both 'Why Do We Buy?' and 'How to Write a Complaint Letter'? | | | | |
|  |  |  |  |  |
|  | | A. | Complaint letters should be short and friendly. | |
|  | | B. | Writers should keep copies of their complaint letters. | |
|  | | C. | Writers should make suggestions about how they want the problem solved. | |
|  | | D. | Complaint letters should result in better products and services. | |
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| **Question 8 of 10** | | | | |
| On average, we spend almost a third of our lives asleep. Doctors generally recommend that people get between seven and nine hours of sleep every 24 hours. Over the course of a night, sleep progresses in several stages, which repeat in a cycle. It is believed that the most important stage of sleep is the rapid eye movement (REM) stage, which is fourth in the sequence. REM sleep is when most dreaming occurs. During this stage, people may dream about the events of the day, problems that are on their minds, or things they desire. (Some dreams, of course, do not appear to have anything to do with "real life.") Sleep researchers have found that interrupting REM sleep has a harmful effect on a person's alertness and reflexes. No matter how long someone sleeps, he or she needs REM sleep to feel truly refreshed and renewed. | | | | |
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| The main purpose of the passage is \_\_\_\_\_\_\_\_\_\_. | | | | |
|  |  |  |  |  |
|  | | A. | to persuade | |
|  | | B. | to entertain | |
|  | | C. | to inform | |
|  | | D. | to demonstrate | |
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| **Question 9 of 10** | | | | |
| Which story excerpt is an example of fantasy? | | | | |
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|  | | A. | The door slammed behind Tom with an emphatic bang! | |
|  | | B. | The rabbit told Roxie to be quiet so she could think. | |
|  | | C. | Alicia shared the story of the astronauts with the students. | |
|  | | D. | The car sped down the street, racing toward the finish line. | |
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| **Question 10 of 10** | | | | |
| Snowflake Man  http://static.discoveryeducation.com/feeds/assessment/10000000-0000-d1d7-e9be-000000000000/10000018749701.gif  1 'Argh! Snow is such a nuisance,' Wilson Bentley's father grumbled. He stomped his boots, sending ice-cold slush flying everywhere. 'I spent half the morning shoveling heavy, wet snow just to get breakfast to the cows in the barn!'  2 Wilson's mother shook her head and picked up the mop again. Her voice was tired and low, 'And I am forever mopping up puddles left by the snow you and the boys track into the house.'  3 Wilson's parents were not alone in their lament. Many people in Wilson's hometown of Jericho, Vermont, complained about the snow. The town, located in the 'snowbelt,' often receives about 120 inches of snow each winter. People in town said snow was as common as dirt. Wilson, however, thought the winter season was a time of pure delight. He was happiest when the chilly air surrounded him and the countryside was draped in a frigid blanket of white. He did not complain; he appreciated the beauty of fluffy-white snow piled high.  4 One day, as Wilson trekked through the snow, his interest was captured by a single white flake that clung to his sleeve. He knew how splendid snowflakes looked all together sparkling across the fields, but he began to wonder how they would look one flake at a time. When Wilson returned home, he asked his mother what she thought. Wilson and his mother searched the encyclopedia, but their question went unanswered.  5 Wilson's mother often taught her sons Charlie and Wilson in their cozy farmhouse. Wilson's father was a farmer and taught his sons to farm. Wilson's mother appreciated Wilson's curiosity and love of nature while his father, though he loved his son, called the interests 'foolishness.' Wilson's mother encouraged her son by giving him an old microscope to view blades of grass, leaves, raindrops, and even snowflakes. With it he could get a close, but brief, look at each individual snowflake. Wilson assumed that all snowflakes would look exactly the same. He was astounded to discover that each crystal he viewed was unlike any other. Wilson began drawing the things that he observed through his microscope.  6 While other children built forts out of snow or played in the fields, Wilson recorded his observations about the weather. Drawings of the snowflakes he observed filled his notebook. 'Snowflake man!' the children yelled as Wilson passed by. Wilson's quiet nature and the amount of time he chose to spend by himself working on his hobby made him a mystery to the people of Jericho. 'Hey, snowflake man!' they sang again. Wilson barely heard their giggles and taunts as his thoughts were on his latest plan to capture a snowflake design in a drawing.  7 Wilson showed his drawings to many people in Jericho. He was disappointed to discover they were not astonished! 'No one believes this,' he thought sadly. 'They think I made it all up! I've got to find a way to prove to everyone that each snowflake is unique and completely distinct.' He wanted to share the truth and beauty about the snow crystals with people everywhere.  8 For his seventeenth birthday, Wilson's mother gave him a camera. 'Mother!' Wilson exclaimed as he gave her a jubilant hug, 'This is the best birthday gift ever!' Turning to his father, he took on a serious tone and explained how this new camera would help him study and observe many things. He would no longer be limited to drawing. The camera would make the things in nature that he wanted to draw larger and clearer. He thought he might even be able to photograph snowflakes! Finally he would be able to prove that his drawings of snowflakes were precise.  9 Wilson's father winked at his wife and turned to Wilson. 'Son, if your photographs of snowflakes are half as interesting as your drawings, perhaps there is something to admire and learn about the annoying white stuff after all!'  10 Wilson experienced many failed attempts in his mission to capture the uniqueness of each snowflake on film. After two winter seasons, Wilson A. Bentley finally accomplished his goal at the age of 19. Wilson collected hundreds of extraordinary photographs which were eventually published in a book. The book is a tribute to nature and to Wilson's persistent dream of sharing the amazing reality of snowflakes.  Which part of the passage is *most* likely factual? | | | | |
|  |  |  |  |  |
|  | | A. | Wilson's mother complaining about mopping up after her family | |
|  | | B. | Wilson's peers playing in the snow and having fun together | |
|  | | C. | Wilson hugging his mother on his seventeenth birthday | |
|  | | D. | Wilson publishing his photographs in a book | |
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