

Grade	1
Unit/Domain	This Planet Rocks
Copyright	Original
Lexile/Average Grade Level	Unavailable at this time.
references art	https://www.cavewithoutaname.com/ https://www.loc.gov/item/2015630267/ https://www.tshaonline.org/handbook/entries/cave-without-a-name#:~:text=The%20Cave%20Without%20a%20Name%20is,a%20sinkhole%20near%20Boerne%20in%20Texas. https://www.texasspeleologicalsurvey.org/showcaves/tsscwan.php https://dictionary.cambridge.org/us/dictionary/english/stalagmite https://www.shutterstock.com/image-photo/cave-without-11-2022-interior-2161608241 https://www.shutterstock.com/image-photo/boerne-texas-may-name-texas-1879449160
Flesch Kincaid	4.6
Word Count	399
Title	Cave Without a Name
Author	OER K-5 RLA

Cave Without a Name



(1) In the Texas Hill Country, there are many caves. A cave is a hollow space in the ground. In the 1930s, three children started exploring a sinkhole near Boerne. They may have been the first people to discover the main rooms of a large cave there. The man who owned the property decided to open the cave to paying visitors. He had a contest to name the cave. One boy said

that the cave was too pretty to have a name. He won the contest, received the prize, and the cave was officially named “Cave Without a Name.”

(2) Cave Without a Name was formed out of limestone. Limestone is a sedimentary rock made mostly of minerals, shells, and fossils. The water that flows underground eroded some of the limestone and formed the cave.

(3) Cave Without a Name is a natural, living cavern. That means it is a cave that continues to “grow” and change. When water falls on the ground above the cave, it seeps through the ground. It seeps through the limestone. The water that drips into the cavern has minerals in it. These minerals make formations. And the formations keep growing.



(4) Visitors enter the cave through a door above ground. They take a winding staircase down, down, down to the cavern floor. The cavern floor is about 100 feet below ground. It has several rooms and many beautiful formations. Some of the formations hang from the cave ceiling and are called stalactites. A stalactite is a column of rock that hangs down. It's formed over a very long time from dripping water. The water has lime in it, and some of it is left behind. A column coming up from the floor of a cave is called a stalagmite. It is also formed by water like a stalactite except that it grows up instead of down.



(5) Some of the other formations have funny names: soda straws, drapery, and bacon. These formations have names that suggest what they look like. The “bacon strip” formations found in this cave are some of the largest in the country.

(6) One of the rooms in the cave the guides call “the art gallery.” It looks like an artist crafted artworks and put them there. But artists did not create the beautiful things seen in the cave. The cave is a natural wonder!

Item #	1
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.
Objective	Students will recognize the central idea of a passage.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to "A Cave Without a Name."
question_stem	What is the passage mostly about?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	A hollow space in the ground that people discovered
answer_b	History and details about a cave in Texas that has many formations
answer_c	Funny names of some formations to suggest what they look like
correct_answer	b
correct_answer_rationale	The passage describes A Cave Without a Name and gives its history.
incorrect_answer_1	a
incorrect_answer_1_rationale	This is the definition of a cave. It is a detail included in the passage, but it is not the central idea.
incorrect_answer_2	c
incorrect_answer_2_rationale	This detail is included in the passage, but it is not the central idea.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.9.D.i</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.</p>
Objective	Students will recognize details that support a central idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to "A Cave Without a Name."
question_stem	Which of the following statements is true?
prompt	Select the best answer.
randomize answer choices	yes
answer_a	A Cave Without a Name is a living cavern.
answer_b	A Cave Without a Name was discovered by a man.
answer_c	Limestone is a metamorphic rock.
correct answer	a
correct answer rationale	Paragraph 3 says, "Cave Without a Name is a natural, living cavern. That means it is a cave that continues to 'grow' and change."
incorrect answer_1	b
incorrect answer rationale1	The cave was discovered by children.
incorrect answer_2	c
incorrect answer rationale2	Limestone is a sedimentary rock.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.6.G</p> <p>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine importance.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to “A Cave Without a Name.”
question_stem	What is true about A Cave Without a Name?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Children discovered A Cave Without a Name while exploring a sinkhole.
answer_b	A stream flows through every room in A Cave Without a Name.
answer_c	Stalactites are made of fossils that were found in the cave.
correct_answer	a
correct_answer_rationale	Paragraph 1 says, “In the 1930s, three children started exploring a sinkhole near Boerne.”
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage does not say that water flows through every room in the cave.
incorrect_answer_2	c
incorrect_answer_2_rationale	Paragraph 4 says, “A stalactite is a column of rock that hangs down. It’s formed over a very long time from dripping water. The water has lime in it and some of it is left behind.” They were not made of fossils.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.9.D.i</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.</p>
Objective	Students will describe key details from a text.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to “A Cave Without a Name.”
question_stem	Which statement supports the idea that A Cave Without a Name will continue to grow and change?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	A Cave Without a Name is a natural cavern.
answer_b	Water drips into A Cave Without a Name and leaves minerals.
answer_c	A Cave Without a Name has both stalactites and stalagmites.
correct_answer	b
correct_answer_rationale	Because water continues to drip into the cave and leave minerals, the cave will continue to grow and change.
incorrect_answer_1	a
incorrect_answer_1_rationale	Although this statement is true, it is not a detail that supports the idea that the cave will continue to grow and change.
incorrect_answer_2	c
Incorrect_answer_2_rationale	Although this statement is true, it is not a detail that supports the idea that the cave will continue to grow and change.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details to determine what is most important with adult assistance.
Objective	Students will evaluate details read to determine importance.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	<p>Listen to paragraph 1 of “A Cave Without a Name.”</p> <p>In the Texas Hill Country, there are many caves. A cave is a hollow space in the ground. In the 1930s, three children started exploring a sinkhole near Boerne. They may have been the first people to discover the main rooms of a large cave there. The man who owned the property decided to open the cave to paying visitors. He had a contest to name the cave. One boy said that the cave was too pretty to have a name. He won the contest, received the prize, and the cave was officially named “Cave Without a Name”.</p>

question_stem	What is this paragraph mostly about?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	The types of formations found in the cave
answer_b	How the cave was formed
answer_c	How the cave was discovered and named
correct_answer	c
correct_answer_rationale	The paragraph describes how the cave was discovered and the contest the owner held to name the cave.
incorrect_answer_1	a
incorrect_answer_1_rationale	Paragraphs 4-6 are about the formations found in the cave.
incorrect_answer_2	b
incorrect_answer_2_rationale	Paragraph 2 is mostly about how the cave was formed.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.9.D.ii</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information.</p>
Objective	Students will use photos and text to locate information.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to, "A Cave Without a Name."
question_stem	Which photograph from the passage shows the bacon formation?
prompt	<i>Select the best answer.</i>
randomize answer choices	yes

answer_a	 https://www.shutterstock.com/image-photo/cave-without-name-texas-1879449160
answer_b	 <i>Image Not Available</i>
answer_c	 <i>Image Not Available</i>
correct_answer	a
correct_answer_rationale	This image shows the wavy formation called bacon.

incorrect_answer_1	b
incorrect_answer_1_rationale	This image shows “the art gallery.”
incorrect_answer_2	c
incorrect_answer_2_rationale	This photograph shows columns, stalactites, and stalagmites.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.9.D.i</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.</p>
Objective	Students will identify evidence to support a central idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to "A Cave Without a Name."
question_stem	Which statement from the passage supports the idea that the cave is way below ground?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Visitors enter the cave through a door above ground.
answer_b	They take a winding staircase down, down, down to the cavern floor.
answer_c	A stalactite is a column of rock that hangs down.
correct_answer	b
correct_answer_rationale	This statement emphasizes the fact that the cave is way below ground.
incorrect_answer_1	a
incorrect_answer_rationale_1	This statement does not support the idea that the cave is way below ground.
incorrect_answer_2	c
Incorrect_answer_rationale_2	The fact that visitors enter through a door above ground does not suggest that the cave is way below ground.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.6.H Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (H) synthesize information to create new understanding with adult assistance.
Objective	Students will make the connections between two ideas in a text.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name

QUESTION

Element	Value
stimulus	Refer to "A Cave Without a Name."
question_stem	Which statement explains how stalactites and stalagmites are similar?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Stalagmites and stalactites are formed by water when lime is left behind.
answer_b	A stalactite hangs down and a stalagmite grows up.
answer_c	Stalagmites are formed by water and stalactites are formed by limestone.
correct_answer	a
correct_answer_rationale	This statement describes how both stalagmites and stalactites are formed.
incorrect_answer_1	b
incorrect_answer_1_rationale	This statement states a difference between stalagmites and stalactites.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is incorrect. The water that forms stalagmites and stalactites has lime deposits in them.
scoring	Exact match; 1 point

Grade	1
Unit/Domain	This Planet Rocks
Copyright	Original
Lexile/Average Grade Level	Unavailable at this time.
references art	https://tpwd.texas.gov/state-parks/palo-duro-canyon https://www.shutterstock.com/image-photo/canyon-winds-through-palo-duro-state-1618556233 https://www.shutterstock.com/image-photo/palo-duro-canyon-texas-2142906185 https://www.shutterstock.com/image-photo/famous-lighthouse-rock-palo-duro-canyon-1766982173
Flesch Kincaid	5.4
Word Count	432
Title	The Grand Canyon of Texas
Author	OER K-5 RLA

The Grand Canyon of Texas



Image Link Not Available

(1) In 1933, Texas bought land now called Palo Duro Canyon State Park. It is in the Texas panhandle. This large canyon is about 120 miles long, 20 miles wide, and 800 feet deep! The park is the second largest state park in Texas and contains the second largest canyon system in the whole country. Before it was a park, it was a ranch. After the state bought it, workers spent five years building roads, cabins, and buildings so visitors could enjoy the park.



Image Link Not Available

(2) Palo Duro Canyon is known for its beauty, and the rocks that make up the canyon walls are a major part of its beauty. The rock layers tell the story of the canyon's history. The rocks in the canyon were created through a natural process called sedimentation. Over time, layer after layer of sand, mud, and rock parts were added. As the layers built up, the lower layers were crushed down and formed the sedimentary rocks.

(3) Most of the rocks in the Palo Duro Canyon are sandstone and shale. Both are sedimentary rocks. Sandstone is made of sand-sized particles of rock and minerals. Shale is made of fine grains of clay and other minerals. When you look at the walls of the canyon, you will see lots of colors: red, orange, and yellow. The colors are a clue that there is iron in the rocks. When air and water get on rocks that have iron in them, they react. The iron makes rust, and the rust makes the different colors.



Image Link Not Available

(4) Wind, weather, and water eroded the rocks to form the canyon. Sometimes, rocks erode at different rates. Softer rocks erode faster than harder rocks. When rocks erode at different rates, interesting rock formations can be created. One of the most famous rock formations in the Palo Duro Canyon is called the Lighthouse. When you look at it, it looks like a lighthouse you might see by the ocean. It isn't a lighthouse, though. It's a hoodoo. Hoodoos have harder rock at the top. This harder rock protects the softer rock below it.

(5) There are fossils in the rock layers in the canyon walls. Fossils are rocks. They are also the preserved remains of plants and animals. The plant or animal was covered with sand, mud, and minerals. As layer after layer was added, the fossil rocks were formed.

(6) Today, visitors to the park can drive, hike, bike, or ride horses through the canyon. There is so much to see and learn that many visitors return again and again.

Item #	9
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details to determine what is most important with adult assistance.
Objective	Students will evaluate details read to determine importance.
DOK Level	1
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Refer to "The Grand Canyon of Texas."
question_stem	Which of the following are rocks?
prompt	Select THREE correct answers.
randomize_answer_choices	yes
answer_a	Sand
answer_b	Fossils
answer_c	Mud
answer_d	Shale
answer_e	Sandstone
correct_answers	b, d, e
correct_rationale	The passage identifies and describes each of these types of rock.
incorrect_answer_1	a, c
Incorrect_answer_1_rationale	Fossils are formed under mud and sand, but these are not rock.
scoring	Partial match; 1 point (.33 each)

Item #	10
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.6.G</p> <p>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine importance.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
Stimulus	<p>Listen to paragraph 3 “The Grand Canyon of Texas.”</p> <p>“Most of the rocks in the Palo Duro Canyon are sandstone and shale. Both are sedimentary rocks. Sandstone is made of sand-sized particles of rock and minerals. Shale is made of fine grains of clay and other minerals. When you look at the walls of the canyon, you will see lots of colors: red, orange, and yellow. The colors are a clue that there is iron in the rocks. When air and water get on the rocks that have iron in them, they react. The iron makes rust, and the rust makes the different colors.”</p>

question_stem	Which detail supports the idea that minerals in the rock determine the color of the rock?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	now
answer_a	Most of the rocks in the Palo Duro Canyon are sandstone and shale.
answer_b	When you look at the canyon's walls, you will see lots of colors: red, orange, and yellow.
answer_c	Shale is made of fine grains of clay and other minerals.
correct_answer	c
correct_answer_rationale	The rocks contain iron and when air and water get on the rocks they react and the iron makes rust, which is a reddish color.
incorrect_answer_1	a
incorrect_answer_1_rationale	This statement supports the idea that there are different types of rock in the canyon.
incorrect_answer_2	b
incorrect_answer_2_rationale	This statement describes the colors but not how the colors are formed.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.3.C Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i> .
Objective	Students will identify the meaning of words with affixes.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Listen to the first sentence of paragraph 4 “The Grand Canyon of Texas.” Wind, weather, and water <u>eroded</u> the rocks to form the canyon. Sometimes, rocks erode at different rates.
question_stem	The <i>-ed</i> ending helps the reader understand that <u>eroded</u> means -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	worn away in the past
answer_b	it is wearing away now
answer_c	it will wear away in the future
correct_answer	a
correct_answer_rationale	The suffix <i>-ed</i> places the action in the past.
incorrect answer_1	b
incorrect answer_1_rationale	The suffix <i>-ing</i> places the action in the present.
incorrect_answer_2	c
incorrect_answer_2_rationale	The addition of the word <i>will</i> before a verb places the action in the future.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.11.D.v Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (v) adverbs that convey time.
Objective	Students will use adverbs that convey time correctly.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Refer to “The Grand Canyon of Texas.”
question_stem	Listen to the following sentence. ____ air and water gets on rocks that contain iron, they react. Complete the sentence with the correct adverb.

<i>prompt</i>	<i>Select the best answer.</i>
<i>randomize_answer_choices</i>	yes
<i>answer_a</i>	Before
<i>answer_b</i>	Then
<i>answer_c</i>	After
<i>correct_answer</i>	c
<i>correct_answer_rationale</i>	The adverb “after” tells the reader the correct sequence because the reaction occurs after the air and water get on the rocks.
<i>incorrect_answer_1</i>	c
<i>incorrect_answer_1_rationale</i>	The word <i>before</i> would provide an incorrect sequence because the reaction happens after the water and air get on the rocks.
<i>incorrect_answer_2</i>	b
<i>Incorrect_answer_2_rationale</i>	The word <i>then</i> does not make sense and does not indicate that because the air and water got on the rocks that a reaction occurs.
<i>scoring</i>	Exact match; 1 point.

Item #	13
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	<p>TEKS 1.6.G</p> <p>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine what is important.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Refer to “The Grand Canyon of Texas.”
question_stem	<p>Listen to these sentences from paragraph 4.</p> <p>One of the most famous rock formations in the Palo Duro Canyon is called the Lighthouse. When you look at it, it looks like a lighthouse you might see by the ocean. It isn’t a lighthouse, though. It’s a hoodoo. Hoodoos have harder rock at the top. This harder rock protects the softer rock below it.</p> <p>What important detail did you learn about the rock formation called Lighthouse in Palo Duro Canyon?</p>

prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	It is a lighthouse by the ocean.
answer_b	It is a hoodoo with hard rock at the top.
answer_c	Its soft rock protects the hard rock above it.
correct_answer	b
correct_answer_rationale	The text states that a hoodoo forms when the hard rock on top protects the soft rock below.
incorrect_answer_1	a
incorrect_answer_1_rationale	The text states that it looks like a lighthouse by the ocean but isn't a lighthouse.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text states that the hard rock on top protects the soft rock below.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.3D Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.
Objective	Students will identify and use words that name position.
DOK Level	1
Question Type	Hot text

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Refer to “The Grand Canyon of Texas.”
question_stem	<p>Listen to these sentences from paragraph 5.</p> <p>There are fossils in the rock layers in the canyon walls. Fossils are rocks. They <u>are</u> also the preserved remains of plants and animals. The plant or animal was <u>covered</u> with sand, mud, and minerals. As layer after layer was added, the fossil rocks were formed.</p> <p>What does it mean that the plant or animal was <u>covered</u>?</p>

prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	The sand, mud, and minerals were on top of the plant or animal.
answer_b	The sand, mud, and minerals were beside the plant or animal.
answer_c	The sand, mud, and minerals were away from the plant or animal.
correct_answer	a
correct_answer_rationale	When something is covered, it means that something is put on top of it.
incorrect_answer_1	b
incorrect_answer_1_rationale	Covered does not mean “beside” of. The layers of sand, mud, and minerals covered the plant or animal in layers upon layers.
incorrect_answer_2	c
Incorrect_answer_2_rationale	This is incorrect because the sand, mud, and minerals were on top and covered the plant and animal to create a fossil.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	This Planet Rocks
Standard	TEKS 1.6.H Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (H) synthesize information to create new understanding with adult assistance.
Objective	Students will make connections between the ideas presented in two texts.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Cave Without a Name and The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Refer to "The Grand Canyon of Texas."
question_stem	How are canyons similar to caves?
prompt	<i>Select the best answer.</i>

randomize_answer_choices	yes
answer_a	Canyons and caves are made of rock that water has eroded.
answer_b	Canyons and caves are both under the ground.
answer_c	Canyons and caves have rocks that turn colors because of air and water.
correct_answer	a
Correct_answer_rationale	The correct answer is “Canyons and caves are made of rock eroded by water. Both passages say that the formations have been made over time due to erosion.
incorrect_answer_1	b
incorrect_answer_1_rationale	According to the texts, only caves are found underground.
incorrect_answer_2	c
incorrect_answer_2_rationale	Canyons have colorful rocks with iron that turn to a rusty red color when they are hit by water and air.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	The History of the Earth
Standard	<p>TEKS 1.11.D.vii</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases.</p>
Objective	Students will use possessive pronouns.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Grand Canyon of Texas

QUESTION

Element	Value
stimulus	Refer to “The Grand Canyon of Texas.”
question_stem	<p>Listen to the following sentences.</p> <p>The scientist found a fish fossil. _____ skeleton is now in a museum.</p> <p>What word best completes this sentence?</p>

prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Their
answer_b	They
answer_c	Its
correct_answer	c
correct_answer_rationale	The correct answer is <i>Its</i> . <i>Its</i> shows that the skeleton belonged to the fish.
incorrect_answer_1	a
incorrect_answer_1_rationale	<i>Their</i> is a pronoun that shows possession. <i>Their</i> refers to more than one person or thing so it does not best complete this sentence.
incorrect_answer_2	b
Incorrect_answer_2_rationale	<i>They</i> is a pronoun that refers to more than one person or thing. It does not show possession, so it does not best complete this sentence.
scoring	Exact match; 1 point

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