

Grade	1
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Art (if applicable)	n/a
Lexile/Average Grade Level	Unavailable at this time.
Word Count	372
Flesch Kincaid	7.0
Title	The Wild Horses of Assateague
Author (if applicable)	Brent Englar (adapted from National Park Service)

### The Wild Horses of Assateague

(1) Assateague Island is located off the coasts of Maryland and Virginia in the eastern United States. It is home to scorching heat, stormy weather, many mosquitoes . . . and several hundred wild horses.



<https://www.nps.gov/asis/learn/nature/horses.htm>

(2) Wild horses have been living on Assateague Island for about 400 years. Where did they come from? Local legends claim the first horses swam to the island after surviving a shipwreck. This is a popular story, but there is no proof it is true. Another explanation is that the first horses came from the mainland.

(3) Today, the horses live in two main herds separated by a fence. One herd is on the Maryland side of the island, and one is on the Virginia side. The herds are further divided into bands of two to twelve animals. Each band lives on a certain part of the island. The U.S. National Park Service manages the Maryland herd. The Chincoteague Volunteer Fire Company owns and manages the Virginia herd. Chincoteague is a smaller island to the west of Assateague. Every year in July, volunteers round up some of the Virginia herd, and the horses swim from Assateague to Chincoteague. There, the volunteers auction off most of the young foals. This yearly event keeps the Virginia herd at a manageable size.

(4) Assateague's horses are beautiful and tough. They have learned to survive in a harsh environment where food is scarce. The horses even eat poison ivy. They drink over twice the amount of water other horses drink because the plants they eat have a lot of salt. The horses spend their time wandering the island, grazing, and sleeping.



<https://www.nps.gov/asis/learn/nature/horses.htm>

(5) Assateague's horses may be beautiful to look at, but always remember they are wild. Feeding or petting them is harmful to both visitors and horses. Horses can get sick from human food. Those that learn to come up to the road to beg for food may be hit and killed by cars.

(6) Every year, visitors to Assateague who don't follow the rules about viewing the horses from a distance can get hurt because they get too close to them. Make sure to respect the rules when observing nature. The wildness of the Assateague horses is part of their beauty.



<https://www.nps.gov/asis/learn/nature/horses.htm>

<b>Item #</b>	1
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Animals and Habitats
<b>TEKS</b>	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.
<b>Objective</b>	Students will recall important details from a text.
<b>DOK Level</b>	1
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Listen to the passage, "The Wild Horses of Assateague."
question_stem	According to the text, what separates the wild horses in Virginia from the wild horses in Maryland?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes

answer_a	a fence   <a href="https://pixabay.com/photos/fence-wooden-border-143000/">Fence Wooden Border - Free photo on Pixabay - Pixabay</a>
answer_b	a stream   <a href="https://pixabay.com/photos/spring-beautiful-warm-143000/">Spring Beautiful Warm - Free photo on Pixabay - Pixabay</a>
answer_c	a road   <a href="https://pixabay.com/photos/road-asphalt-sky-clouds-fall-220058/">https://pixabay.com/photos/road-asphalt-sky-clouds-fall-220058/</a>
correct_answer	a
correct_rationale	The correct answer is “a fence.” The passage says, “The horses today are split into two main herds, separated by a fence.”
incorrect_answer_1	b

incorrect_answer_1 _ rationale	The horses are separated into two herds, but a stream is not what separates them.
incorrect_answer_2	c
incorrect_answer_2 _ rationale	The horses are separated into two herds, but a road is not what separates them.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<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 retell details of a text about animals and habitats.
DOK Level	1
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Wild Horses of Assateague."
question_stem	According to the text, how do the horses live on Assateague?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	The horses live with humans.
answer_b	The horses live in small bands.
answer_c	The horses live all alone.
correct_answer	b
correct_answer_rationale	The passage says, "The herds are further divided into bands of two to twelve animals. Each band lives on a certain part of the island."
incorrect_answer_1	a
incorrect_answer_1_rationale	People visit the island to see the horses, but people and horses do not live together.
incorrect_answer_2	c
incorrect_answer_2_rationale	Horses are not all alone. They live in bands within larger herds, and they sometimes interact with people.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<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 a central idea of a text about animals and habitats.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Wild Horses of Assateague."
question_stem	What is the passage mostly about?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	Assateague horses need lots of space.
answer_b	Assateague horses are tough and wild.
answer_c	Assateague horses live in Virginia and Maryland.
correct_answer	b
correct_answer_rationale	The passage focuses on the horses' life in a "harsh environment" and explains why it is important to treat the horses as the wild animals they are.
incorrect_answer_1	a

incorrect_answer_1_rationale	The horses have space to roam, but the passage does not mention how much space they need. This is not the main idea of the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is a detail about the horses. It is not the main idea of the passage.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.11.D.i</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: (iii) singular, plural, and proper nouns.</p>
Objective	Students will identify proper nouns.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passage “The Wild Horses of Assateague.”
question_stem	<p>Which word in this sentence is a proper noun?</p> <p>“Wild horses have been living on Assateague Island for about 400 years.”</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	wild
answer_b	Assateague
answer_c	years
correct_answer	b
correct_answer_rationale	Assateague is the name of a place, so it is a proper noun.
incorrect_answer_1	a
incorrect_answer_1_rationale	Wild is capitalized because it is at the beginning of the sentence.
incorrect_answer_2	c

incorrect_answer_2_ rationale	The word <i>years</i> is not a proper noun.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	TEKS 1.3.B 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: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
Objective	Students will use context clues to understand the meaning of a word.
DOK Level	2
Question Type	Multiple choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Wild Horses of Assateague."
question_stem	Listen to this sentence from the passage. The herds are further divided into <u>bands</u> of two to twelve animals.  What does the word <u>bands</u> mean as it is used in this sentence?
prompt	<i>Click the best answer.</i>
randomize_answer_choices	yes
answer_a	Groups
answer_b	People who play music
answer_c	A fence
correct_answer_rationale	The correct answer is groups. The passage states that the herds are divided into smaller numbers of horses.
incorrect_answer_1	b
incorrect_answer_1_rationale	This is a type of group, but not as the passage uses the word.
incorrect_answer_2	c
incorrect_answer_2_rationale	This word refers to an object that keeps the groups together, but does not mean the group itself.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.3.B</p> <p>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: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will use context clues to understand the meaning of a word.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Wild Horses of Assateague."
question_stem	<p>Listen to this sentence from the passage.</p> <p>This is a popular story, but there is no <u>proof</u> that it is true.</p> <p>Which word or phrase in the sentence <b>best</b> helps you understand the meaning of the word <u>proof</u>?</p>
prompt	<i>Select the <b>best</b> answer.</i>
answer_a	true
answer_b	story
answer_c	it
correct_answer	a
correct_answer_rationale	Something is <i>true</i> if there is <i>proof</i> for it.
incorrect_answer_1	b
incorrect_answer_1_rationale	A story can be an example of <i>proof</i> , but it is not the same thing.

incorrect_answer_2	c
incorrect_answer_2_rationale	This pronoun is another word for <i>story</i> in this sentence. It does not help you understand the meaning of the word <i>proof</i> .
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.3.B</p> <p>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: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will determine the meaning of new phrases in context.
DOK Level	3
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Wild Horses of Assateague."
question_stem	<p>Listen to this sentence from the passage.</p> <p>Every year, visitors to Assateague who don't follow the rules about viewing the horses <u>from a distance</u> can get hurt because they get too close to them.</p> <p>What is the meaning of the phrase <u>from a distance</u> in this sentence?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	far away
answer_b	near the water
answer_c	like a pet
correct_answer	a

correct_answer_rationale	The correct answer is “far away.” The author is telling readers to give the wild horses “the space they need.”
incorrect_answer_1	b
incorrect_answer_1_rationale	The horses live on an island, but “near the water” is not the meaning of the phrase <u>from a distance</u> .
incorrect_answer_2	c
incorrect_answer_2_rationale	The author wants people to remember that the horses are wild, not tame. In other words, the horses are not like pets.
scoring	Exact match; 1 point

Grade (if applicable)	1
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	<ul style="list-style-type: none"> <li>• <a href="https://seagrant.uaf.edu/marine-ed/mm/fieldguide/sea-otter.html">https://seagrant.uaf.edu/marine-ed/mm/fieldguide/sea-otter.html</a></li> <li>• <a href="https://www.humanesociety.org/animals/otters">https://www.humanesociety.org/animals/otters</a></li> <li>• <a href="https://www.doi.gov/blog/12-facts-about-otters-sea-otter-awareness-week">https://www.doi.gov/blog/12-facts-about-otters-sea-otter-awareness-week</a></li> <li>• <a href="https://oceantoday.noaa.gov/seaotteranatomy/">https://oceantoday.noaa.gov/seaotteranatomy/</a></li> </ul>
Lexile/Average Grade Level	Unavailable at this time.
Word Count	430
Flesch Kincaid	5.7
Title	The Otter World
Author (if applicable)	Vera Livshin

### **The Otter World**

(1) What animal do you think is the most playful? Many people would answer “dogs!” Sea otters are sometimes called the “dogs of the sea” because of their playful nature. They love to relax, eat, and have fun. Let’s dive in and explore the world of sea otters!



[Otter Animal Mammal - Free photo on Pixabay - Pixabay](#)

### **A Day in the Life**

(2) Sea otters live in shallow waters along the coast. Ninety percent of sea otters live in Alaska. There, they enjoy eating, sleeping, somersaulting, rolling around, and even juggling stones.

(3) If you have ever seen a sea otter, it was probably floating on its back. That is because sea otters spend most of their time in the water with their feet in the air. They tend to travel, eat, and sleep on their backs.

(4) Sea otters are fairly relaxed creatures. They swim slowly unless they sense a threat. Don't be fooled! Sea otters know how to fight and have the features to do so.



<https://pixabay.com/photos/otter-mammal-animal-nature-water-5834538/>

### **Characteristics**

(5) Sea otters have sharp claws, which they use to groom their fur and to attack prey. Their teeth are made for crushing. They also have great vision in and out of water. However, they rely more on touch. Their sensitive whiskers help them feel vibrations in water. This allows the otters to sense movement and locate tiny animals in tight spaces.

(6) Unlike other marine animals, sea otters do not have blubber. Their thick, water-resistant fur protects them from the cold. Sea otters have the thickest fur of all animals.

### **Big Appetites**

(7) Sea otters may be small, but they love to eat. In fact, they eat up to 25 percent of their body weight every day. Sea otters eat different types of marine life, such as crabs, urchins, and fish. They can dive up to 330 feet in their search for food. They also use tools like rocks and empty shells to help them eat.



<https://pixabay.com/photos/otter-feeding-wildlife-mammal-3985447/>

### **Impact**

(8) Sea otters play an important role in protecting their ecosystem. Urchins feed on kelp, a large brown seaweed that looks like a plant. By eating urchins, sea otters prevent urchins from destroying kelp forests. Research shows that kelp forests are growing in places where sea otter populations have been reintroduced.

### **Still at Risk**

(9) Despite their impact, sea otter populations are threatened. The animals have long been hunted for their fur, and they nearly disappeared completely in the 1800s. They are also harmed by water pollution, fishing nets, and boating accidents. Today, there are fewer than 100,000 sea otters. They are protected by several important laws, including the Endangered Species Act.

<b>Item #</b>	8
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Animals and Habitats
<b>TEKS</b>	<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>
<b>Objective</b>	Students will identify the central idea of a text.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Otter World

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage “The Otter World.”
question_stem	What is the passage mostly about?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	how sea otters behave
answer_b	where sea otters live
answer_c	why sea otters swim
correct_answer	a
correct_answer_rationale	The text begins by describing sea otters as playful, and the following sections describe different aspects of their behavior.
incorrect_answer_1	b
incorrect_answer_1_rationale	The text includes several facts about this topic, but it is not what it is mostly about.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text includes several facts about this topic, but it is not what it is mostly about.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.6.F</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: (F)make inferences and use evidence to support understanding with adult assistance.</p>
Objective	Students will make inferences about a text using evidence.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Otter World

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Otter World."
question_stem	What is the most likely reason the text refers to otters as "dogs of the sea".
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	Dogs and otters like to dive.
answer_b	Dogs and otters like to play.
answer_c	Dogs and otters live in water.
correct_answer	b
correct_answer_rationale	Otters are like dogs because they both like to play.
incorrect_answer_1	a
incorrect_answer_1_rationale	Dogs may like to swim like otters, but they do not dive deep into the water.
incorrect_answer_2	c
incorrect_answer_2_rationale	Dogs do not live in the water as otters do.
scoring	Exact match; 1 point

<b>Item #</b>	10
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Animals and Habitats
<b>TEKS</b>	<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>
<b>Objective</b>	Students will recall important details about a text about animals and habitats.
<b>DOK Level</b>	1
<b>Question Type</b>	Table Match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Otter World

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Otter World."
prompt	Select the correct answer for each of the statements below.
column_label_1	Yes
column_label_2	No
question_1	Otters have claws.
answer_1	Yes
question_2	Otters have wings.
answer_2	No
question_3	Otters have teeth.
answer_3	Yes
correct_answer_rationale	It is true that otters have claws and teeth, but they do not have wings. The passage says, "Sea otters have hidden claws, so they can attack before their prey notices. Their teeth are made for crushing."
incorrect_answer	incorrect selections
incorrect_answer_rationale_1	The section of the passage subtitled "Characteristics" states that sea otters have "hidden claws."

incorrect_answer_rationale_2	The passage includes no details to suggest that otters have wings.
Incorrect_answer_rationale_3	The section of the passage subtitled “Characteristics” states that sea otters’ teeth are made for crushing, so it is clear that they have teeth.
scoring	Partial match per response; 1 point (.33 each)

<b>Item #</b>	11
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Animals and Habitats
<b>TEKS</b>	<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>
<b>Objective</b>	Students will identify details in a text about animals.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Otter World

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Listen to the passage, "The Otter World."
question_stem	How are otters connected to kelp forests?
prompt	<i>Select the correct answer.</i>
randomize_answer_choices	yes
answer_a	They eat them.
answer_b	They are like them.
answer_c	They help them.
correct_answer	c
correct_rationale	See otters help kelp forests by eating the urchins that eat the kelp.
incorrect_answer_1	a
incorrect_answer_1_rationale	Otters do not eat kelp, they eat the urchins that eat the kelp.
incorrect_answer_2	b
incorrect_answer_2_rationale	Otters are animals and kelp is a plant, so they are not alike.
scoring	Exact match ; 1 point

Item #	12
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.6.H</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: (H) synthesize information to create new understanding with adult assistance.</p>
Objective	Students will explain the relationship between two ideas in a text about animals and habitats.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Otter World

#### QUESTION

Element	Value
stimulus	Refer to the passage “The Otter World.”
question_stem	How are otters connected to their ecosystem?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	They protect it by eating other animals.
answer_b	They harm it by polluting the water.
answer_c	They make it smaller by killing plants.
correct_answer	a
correct_answer_rationale	The correct answer is “They protect it by eating other animals.” The passage says, “Sea otters play an important role in protecting their ecosystem. By eating urchins, they prevent urchins from destroying kelp forests.”
incorrect_answer_1	b
incorrect_answer_1_rationale	Otters are harmed by water pollution. They do not pollute the water.
incorrect_answer_2	c
incorrect_answer_2_rationale	Otters help protect plants by eating other animals.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.11.D.i</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: v(ii) pronouns including subjective, objective, and possessive cases.</p>
Objective	Students will use nouns accurately.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Otter World

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Otter World."
question_stem	<p>What word should replace the words sea otters?</p> <p>"Sea otters swim slowly unless sea otters sense a threat. Don't be fooled!"</p>
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	them
answer_b	they
answer_c	those
correct_answer	b
correct_answer_rationale	<i>They</i> is the correct pronoun in this sentence to replace the word sea otters, as it is a subject pronoun.
incorrect_answer_1	a
incorrect	The use of the word <i>them</i> would create an awkward sentence

answer_1_rationale	because the word them is an object pronoun.
incorrect_answer_2	c
incorrect_answer_2_rationale	Those would not be the correct pronoun, as this would refer to a specific group of sea otters and not those in general.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	<p>TEKS 1.3.D</p> <p>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.</p>
Objective	Students will determine the meaning of new phrases in context.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Otter World

#### QUESTION

Element	Value
stimulus	Refer to the passage “The Otter World.”
question_stem	<p>Read this sentence from the passage.</p> <p>Let’s <u>dive</u> in and explore the world of sea otters!</p> <p>What is the meaning of the phrase <u>dive in</u> in this sentence?</p>
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	get started
answer_b	go swimming
answer_c	drink water
correct_answer	a
correct_answer_rationale	The correct answer is “get started.” The sentence is telling readers to “get started” exploring the world of sea otters.
incorrect_answer_1	b
Incorrect_answer_1_rationale	The word <i>dive</i> can mean “to jump into water,” but the passage is not telling readers to go swimming.
incorrect_answer_2	c
incorrect_answer_2_rationale	The word <i>dive</i> can mean “to jump into water,” but the passage is not telling readers to have a drink.
scoring	Exact match; 1 point

<b>Item #</b>	15
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Animals and Habitats
<b>TEKS</b>	<p>TEKS 1.6.H</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: (E) make connections to personal experiences, ideas in other texts, and society with adult assistance.</p>
<b>Objective</b>	Students will compare the habitats of two animals.
<b>DOK Level</b>	3
<b>Question Type</b>	Table Match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Otter World
passage_title	The Wild Horses of Assateague

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passages, "The Otter World" and "The Wild Horses of Assateague."
question_stem	Which words or phrases describe where sea otters live? Which words or phrases describe where wild horses live?
prompt	<i>Match each word or phrase to the correct answer.</i>

	<b>Sea Otters</b>	<b>Wild Horses</b>
<b>cold</b>		
<b>scarce food</b>		
<b>lots of mosquitoes</b>		

correct answer (key)

	Sea Otters	Wild Horses
<b>cold</b>	X	
<b>scarce food</b>		X
<b>lots of mosquitoes</b>		X

incorrect_answer_1 _rationale	The “Otter World” passage describes what sea otters eat, but it does not suggest there is scarce food or mosquitoes where they live.
incorrect_answer_2 _rationale	According to the “Wild Horses” passage, it is “scorching hot,” not cold, on Assateague Island.
correct_rationale	It is cold where sea otters live. According to the “Otter World” passage, sea otters have “thick, water-resistant fur [that] protects them from the cold.” According to the “Wild Horses” passage, there are “many mosquitoes” on Assateague Island, and “food is scarce” there.
scoring	Partial match per response; 1 point (.33 each)

Item #	16
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Animals and Habitats
TEKS	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 compare and contrast two habitats.
DOK Level	3
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Otter World
passage_title	The Wild Horses of Assateague

#### QUESTION

Element	Value
stimulus	Refer to the passages “The Otter World” and “The Wild Horses of Assateague.”
question_stem	Which picture shows where both sea otters and wild horses live?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	<p>They both live by water.</p>  <p><i>Image Link Not Available</i></p>
answer_b	<p>They both live in the mountains.</p>  <p><a href="#">Rough Horn Alpine Tannheimer - Free photo on Pixabay - Pixabay</a></p>
answer_c	<p>They both live on a farm.</p>  <p><a href="https://pixabay.com/photos/netherlands-landscape-sky-clouds-97830/">https://pixabay.com/photos/netherlands-landscape-sky-clouds-97830/</a></p>
correct_answer	a
correct_answer_rationale	<p>The correct answer is “They both live by water.” According to the “Otter World” passage, “Sea otters live in shallow waters along the coast.” According to the “Wild Horses” passage,</p>
	<p>“Assateague Island is located off the coasts of Maryland and Virginia.”</p>
incorrect_answer_1	b
incorrect_answer_1_rationale	<p>Horses live on land and otters can go on land, but neither kind of animal lives in the mountains.</p>

incorrect_answer_2	c
incorrect_answer_2_rationale	Some horses do live on farms, but the horses of Assateague Island are wild. Sea otters live in the ocean, not on a farm.
scoring	Exact match; 1 point

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