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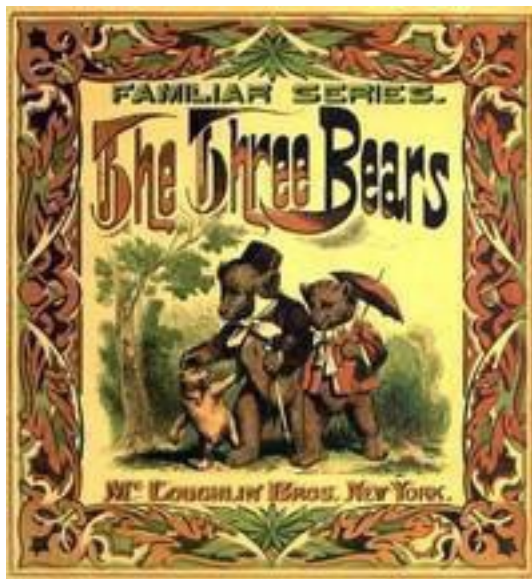| Grade	1
Copyright (original or public domain)	Public Domain
Source(s)—List source of/link to public domain text or sources referenced for factual content.	http://www.gutenberg.org/files/49001/49001-h/49001-h.htm#Page_207
Lexile/Average Grade Level	Unavailable at this time
Word Count	459
Flesch-Kincaid	4.0
Title	Goldilocks and the Three Bears (Adapted)
Author (if applicable)	Anonymous

Goldilocks and the Three Bears (Adapted)

(1) One day, a little girl named Goldilocks went out into the forest to gather flowers. She wandered on and on. After a while, she came to a little house. As she knew the three bears who lived there, she knocked at the door. She hoped they would give her a drink and let her rest a little while. The three bears had gone out to take a walk while their supper was cooling. Goldilocks saw that the door was slightly open, and she stepped inside.

(2) There in a row stood three chairs. On the table stood three bowls of steaming hot oatmeal. She thought she would sit down and rest until they came back. She sat down in the great big chair, but the cushion was too soft. Then, she sat down in the middle-sized chair, and the cushion was too <u>hard</u>. Then, she sat down in the dear little chair, and it fitted her as though it had been made for her. So, there she sat and rocked until her rocking and her sitting broke the bottom right out of the chair.

(3) Then, she went over to the table. The oatmeal smelled so very good that Goldilocks thought she would just taste it. She took up the great big spoon and tasted the oatmeal in the great big bowl, but it was too hot. Then, she took up the middle-sized spoon and tasted the oatmeal in the middle-sized bowl, and it was too cold. Then, she took up the little silver spoon and tasted the oatmeal in the dear little bowl, and it was just right. It tasted so good that she ate and ate until she had eaten it all up.

(4) After that, she felt very sleepy, so she went upstairs and looked about her. She saw three beds all in a row. Goldilocks lay down on the great big bed, but the pillow was too high. Then, she lay down on the middle-sized bed, and the pillow was too low. Finally,

she lay down in the dear little bed. It was exactly right so she lay there until she went fast to sleep.

(5) Now while Goldilocks was still asleep, the three bears came home. As soon as they stepped inside the door and looked about them, they knew that somebody had been there. They found Goldilocks asleep in little baby bear's bed and gently nudged her awake.

(6) "Oh, my goodness me!" cried Goldilocks. "I am so sorry. I did not mean to fall asleep."

(7) "It's all right, my dear," said Mother Bear. "But next time, please do let us know if you are coming for a visit. You gave us quite a fright!"

Item #	1
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) describe the main character(s) and the reason(s) for their actions.

Objective	Students will describe the reason Goldilocks entered the house.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
stimulus	Refer to the passage "Goldilocks and the Three Bears."
question_stem	Why did Goldilocks enter the house?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes

answer_a	She wanted to visit the bears.
	https://pixabay.com/photos/bear-brown-bear-animal-mammal-422682/
answer_b	She was tired and thirsty.
	https://pixabay.com/photos/water-glass-liquid-wet- refreshment-3853492/
_answer_c	She was delivering flowers.
	https://pixabay.com/photos/picking-flowers-daisies-little-girl-2432972/
correct_answer	b
correct_answer_rationale	The correct answer is "she was tired and thirsty." This is the reason she enters the bears' home.
incorrect_answer_1	a
incorrect_answer_1_ rationale	The story says she knew who lived there, but she did not go there to visit the bears.
incorrect_answer_2	c
incorrect_answer_2_ rationale	She was picking flowers in the forest but not delivering them to anyone.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.A Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) discuss topics and determine theme using text evidence with adult assistance.
Objective	Students will identify the theme or lesson of a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
stimulus	Refer to the passage "Goldilocks and the Three Bears."
question_stem	What is the lesson of this story?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	Sharing makes everyone happy.
answer_b	Don't go into a house without permission.
answer_c	Eat before you leave home.
correct_answer	b
correct_answer_rationale	The correct answer is, "Don't go into a house without permission." At the end of the story, Mama Bear says, "But next time, please do let us know if you are coming for a visit. You gave us quite a fright!" This shows it is better to tell people before visiting.
incorrect_answer_1	a

incorrect_answer_1_ rationale	Goldilocks takes from the bears, but they do not know they are sharing with her.
incorrect_answer_2	c
incorrect_answer_2_ rationale	Goldilocks eats the bears' food, but this is not the main lesson of the story.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
Objective	Students will identify main events in a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
Stimulus	Refer to the passage, "Goldilocks and the Three Bears."
question_stem	What is the first thing Goldilocks does in this story?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes

answer_a	pick flowers
	https://pixabay.com/photos/picking-flowers-daisies-little-girl-2432972/
answer_b	eat oatmeal
	https://pixabay.com/photos/blueberries-oats-oatmeal-health-531209/
correct_answer	a
correct_answer_rationale	The story says, "Goldilocks went out into the forest to gather flowers."
incorrect_answer_1	b
incorrect_answer_1_ rationale	Goldilocks eats oatmeal, but this is not the first thing she does.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) describe the setting.
Objective	Students will identify the setting in a fairy tale.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
stimulus	Refer to the passage, "Goldilocks and the Three Bears."
question_stem	Where does this story take place?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	a forest https://pixabay.com/photos/road-forest-season-autumn-fall-1072823/

answer_b	a farm https://pixabay.com/photos/yorkshire-autumn-sunshine-morning-2900064/
answer_c	the mountains https://pixabay.com/photos/rough-horn-alpine-2146181/
correct_answer_a	the forest https://pixabay.com/photos/road-forest-season-autumn-fall-1072823/
correct_answer_rationale	The beginning of the passage explains that "Goldilocks went out into the forest to gather flowers."
incorrect_answer_1	b
incorrect_answer_1_ rationale	The story does not take place on a farm.
incorrect_answer_2	c
incorrect_answer_2_ rationale	The story does not take place in the mountains.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
Objective	Students will describe the problem in the plot of a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
stimulus	Refer to the passage, "Goldilocks and the Three Bears."
question_stem	What problem does Goldilocks have?
prompt	Select the **best** answer.
randomize_answer_ choices	yes
answer_a	She does not like oatmeal.
answer_b	She wants to go home, but she is lost.
answer_c	She gets tired and thirsty while picking flowers and enters the bears' house.
correct_answer	c
correct_answer_rationale	The problem is that Goldilocks wanders on and on, becomes tired and thirsty, and then enters the bears' house uninvited.
incorrect_answer_1	a
incorrect_answer_1_ rationale	Goldilocks is hungry and eats oatmeal.

incorrect_answer_2	b
incorrect_answer_2_ rationale	The story says that she wandered on and on and came to a house that she knew. It does not say she wanted to go home or that she was lost.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
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 demonstrate an understanding of how words are used in a sentence to convey meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
stimulus	Refer to the passage "Goldilocks and the Three Bears."
question_stem	Listen to this sentence. Goldilocks is hungry, so she eats oatmeal. Why does the author use the word so in this sentence?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	To show that Goldilocks ate because she was hungry
answer_b	To show that Goldilocks does not like the oatmeal
answer_c	To show that Goldilocks was still hungry
correct_answer	a
correct_answer_rationale	Because Goldilocks is hungry, she eats oatmeal. The conjunction connects something to why it happens.
incorrect_answer_1	b
incorrect_answer_1_ rationale	Goldilocks eats the oatmeal because she is hungry.
incorrect_answer_2	c
incorrect_answer_2_ rationale	Goldilocks eats the oatmeal because she is hungry.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
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 determine the meaning of multiple-meaning words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears

QUESTION

Element	Value
stimulus	Refer to the passage, "Goldilocks and the Three Bears."
question_stem	The cushion Goldilocks sits on is too <u>hard</u>. What does <u>hard</u> mean in this sentence?
prompt	*Select the **best** answer*.
randomize_answer_ choices	yes
answer_a	difficult
answer_b	uncomfortable
correct_answer	b
correct_answer_rationale	In this case, the cushion is *hard,* meaning that it is uncomfortable.
incorrect_answer_1	a
incorrect_answer_1_ rationale	The cushion is *hard*, but not because it is difficult.
scoring	Exact match; 1 point

Grade	1
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Source(s)—List source of/link to public domain text or sources referenced for factual content.	http://www.gutenberg.org/files/2591/2591-h/2591-h.htm#link2H_4_0026
Lexile/Average Grade Level	Unavailable at this time
Word Count	452
Flesch-Kincaid	3.4
Title	Excerpt from Tom Thumb (Adapted)
Author (if applicable)	The Brothers Grimm, adapted for OER K-5 RLA

Excerpt from Tom Thumb (Adapted)

(1) One evening, a poor woodsman and his wife sat by the fireside. They both wished to fill the house with the sounds of children. In time, they had a little boy. He was quite healthy and strong but was not much bigger than a thumb. Thus, they called him Thomas Thumb.

(2) Although they gave him plenty of food, he never grew bigger. Tom kept just the same size as he had been when he was born. Still, his eyes were sharp and sparkling. He soon showed himself to be a clever <u>little</u> fellow who always knew what he was about.

(3) One day, the woodsman was getting ready to go into the woods to cut wood for fuel. Sighing, he said, "I wish I had someone to bring the cart after me, for I want to work quickly."

(4) "Oh, Father," cried Tom, "I will take care of that! The cart shall be in the woods by the time you want it."
The woodsman laughed and said, "How can that be? You cannot reach up to the horse's bridle."
"Never mind that, Father," said Tom.
"If Mother will only harness the horse, I will whisper into his ear and tell him which way to go."
"Well," said Father, "We will try."

(5) When the time came, Mother harnessed the horse to the cart and put Tom <u>near</u> his ear. As he sat there, little Tom told the horse which way to go, crying out, "Go on!" and "Stop!" The horse went on just as well as if the woodsman had driven it himself into the
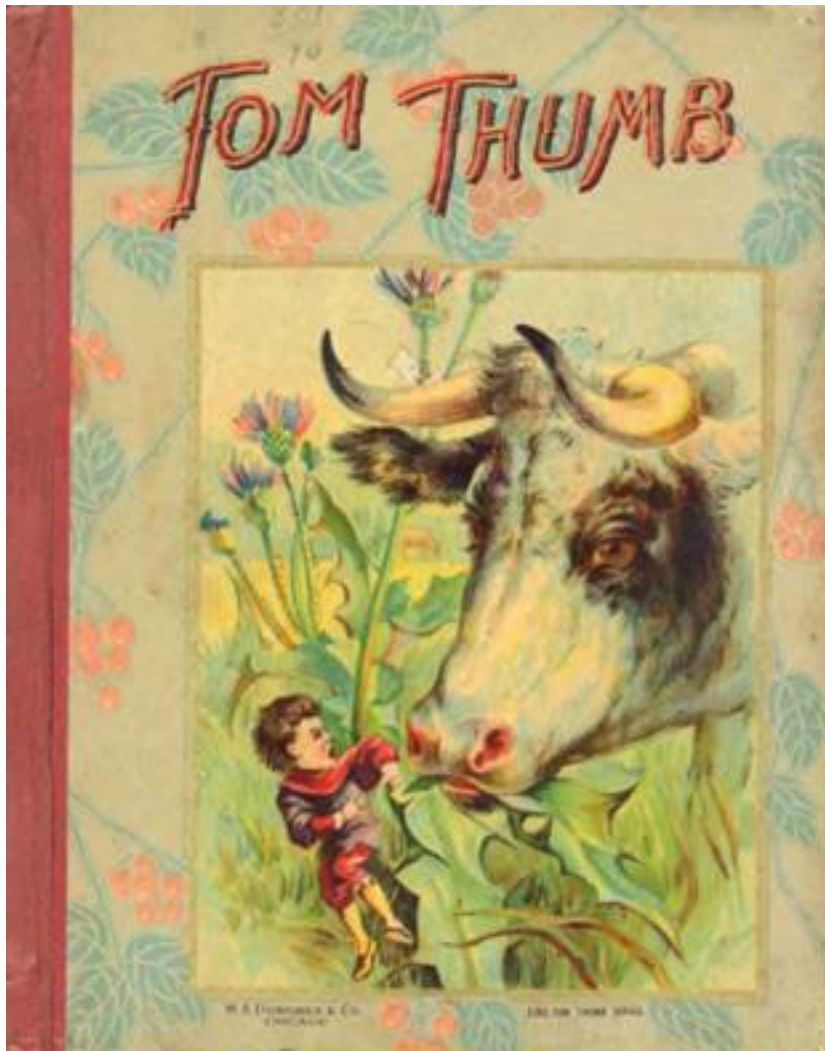
woods. It happened that the horse was going a little too fast, and Tom was calling out, "Gently! Gently!" as two neighbors came up.

(6) "What an odd thing that is! There is a cart going along, and I hear a driver talking to the horse, but yet I can see no one," said one.
"That is strange, indeed," said the other. "Let us follow the cart."

(7) So, they went on into the woods, till, at last, they came to the place where the woodsman was. Then, Tom, seeing his father, cried out, "See, Father, here I am with the cart, all right and safe! Now take me down!"

(8) So, his father took hold of the horse with one hand, and with the other took Tom away from the horse's ear and put him down upon a straw, where he sat as merry as you please. Father gave Tom a pat on the back and told him he was very proud of the job he did and that he would never doubt him again.
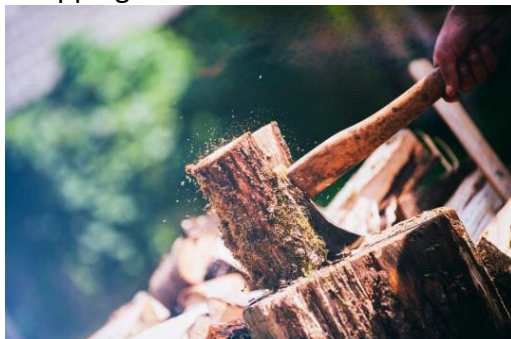
Item #	8
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) describe the main character(s) and the reason(s) for their actions.
Objective	Students will describe a character's actions in a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from Tom Thumb."
question_stem	What does Tom help his father with?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	Chopping wood https://www.istockphoto.com/photo/chopping-wood-gm590048756-101378187

answer_b	Driving a cart
correct_answer	b
correct_answer_rationale	Tom helps his father with the cart. He says, "I will take care of that! The cart shall be in the woods by the time you want it."
incorrect_answer_1	a
incorrect_answer_1_ rationale	Tom's father cuts wood, but Tom does not help him with this.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.A Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) discuss topics and determine theme using text evidence with adult assistance.
Objective	Students will identify the theme or lesson of a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from Tom Thumb."
question_stem	What is the lesson of this story?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	Always be careful around animals.
answer_b	Parents need help, too.
answer_c	It doesn't matter how big you are.
correct_answer	c
correct_answer_rationale	The correct answer is, "It doesn't matter how big you are." Tom Thumb is very small, but he can still help his father.
incorrect answer_1	a
incorrect_answer_1_rationale	Tom is small and brings the horse to father after mother puts the bridle on, but this is not the story's lesson.
incorrect_answer_2	b

incorrect_answer_2_ rationale	Tom does help his father, but this is not the story's lesson.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
Objective	Students will describe the problem in a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from Tom Thumb."
question_stem	What is the woodcutter's problem?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	The woodcutter needs a cart. https://pixabay.com/photos/horse-drawn-cart-transportation-2385632/

answer_b	Tom rides a horse. https://pixabay.com/photos/pony-horse-animal-mammal-ride-boy-3759589/
correct_answer	a The woodcutter needs a cart. https://pixabay.com/photos/horse-drawn-cart-transportation-2385632/
correct_answer_rationale	The woodcutter needs the cart brought in after him so he can work quickly.
incorrect_answer_1	b
incorrect_answer_1_ rationale	Tom rides a horse, but this is not the problem in the story.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) describe the setting.
Objective	Students will identify the setting in a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from Tom Thumb."
question_stem	Where does this story take place?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes

answer_a	the forest
	https://pixabay.com/photos/road-forest-season-autumn-fall-1072823/
answer_b	the city
	https://www.istockphoto.com/photo/skyscrapers-density-in-the- city-of-london-gm1413313627-462433808
correct_answer	a
correct_answer_rationale	Tom and Tom's father go into the woods so his father can cut wood.
incorrect_answer_1	b
incorrect_answer_1_ rationale	Tom and Tom's father go into the woods, so the story does not take place in the city.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
Objective	Students will describe the solution in the plot of a fairy tale.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from Tom Thumb."
question_stem	Tom's father wants work to be over quickly. How does Tom solve this problem?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	He takes the cart to the woods.
answer_b	He chops wood.
answer_c	He helps the neighbors.
correct_answer	a
correct_answer_rationale	The correct answer is "He takes the cart to the woods." Tom tells his father, "I will take care of that! The cart shall be in the wood by the time you want it."
incorrect_answer_1	b
incorrect_answer_1_ rationale	Tom's father chops wood, but Tom does not.

incorrect_answer_2	c
incorrect_answer_2_ rationale	The story does not provide details about how Tom helped the two neighbors.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.3.D 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 positions.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Listen to this sentence. "When the time came, Mother harnessed the horse to the cart and put Tom <u>near</u> his ear."
question_stem	What does the word *near* mean as it is used in this sentence?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	far away
answer_b	underneath
answer_c	close by
correct_answer	c
correct_answer_rationale	The correct answer is "close by." To be near something is to be close to it.
incorrect_answer_1	a
incorrect_answer_1_ rationale	Underneath means "to be beneath or under something," not necessarily close to it.
incorrect_answer_2	b

incorrect_answer_2_rationale	Far away is the opposite of near.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.3.D 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 real-world connections between words and their use.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from Tom Thumb."
question_stem	The passage says that Tom is little. What is something else that is little?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes

answer_a	ladybug
	https://pixabay.com/photos/ladybug-beetle-coccinellidae-insect-1480102/
answer_b	horse
	https://pixabay.com/photos/horse-pasture-nature-animals-197199/
correct_answer	ladybug
correct_answer_rationale	A ladybug is very small or *little.*
incorrect_answer_1	b
incorrect_answer_1_ rationale	Tom drives a horse, but the horse is not *little.*
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.9A 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 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursey rhymes.
Objective	Students will compare elements of fairy tales.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passages "Goldilocks and the Three Bears" and "Excerpt from Tom Thumb."
question_stem	Think about the stories. What do the stories of Goldilocks and Tom Thumb have in common?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	Both have a princess.
answer_b	Both have a happy ending.
correct_answer	b
correct_answer_rationale	"Excerpt from Tom Thumb" and the story of Goldilocks both have a happy ending.
incorrect_answer_1	a
incorrect_answer_1_ rationale	These are both fairy tales, but they do not have a princess.

Item #	16
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Fairy Tales
TEKS	TEKS 1.6.E 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.
Objective	Students will contrast the characters in two fairy tales.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Goldilocks and the Three Bears
passage_title	Excerpt from Tom Thumb

QUESTION

Element	Value
stimulus	Refer to the passages "Goldilocks and the Three Bears" and "Excerpt from Tom Thumb."
question_stem	Think about the stories. How are the stories of Goldilocks and Tom Thumb different?
prompt	Select the **best** answer.
randomize_answer_choices	yes
answer_a	The setting is in the forest.
answer_b	The characters are helpful.
correct_answer	a
correct_answer_rationale	Both stories have the forest as the setting.
incorrect_answer_1	B
incorrect_answer_1_ rationale	Goldilocks enters the bears' house without being invited. Tom helps his father.
scoring	Exact match; 1 point