

Grade	1
Copyright	Original
Source	https://www.history.com/news/who-was-molly-pitcher https://www.archives.gov/publications/prologue/1999/summer/pitcher.html
Lexile	Unavailable at this time
Flesch-Kincaid	7.1
Word Count	364
Title	Molly Pitcher
Author (if applicable)	Erin O'Brien

Molly Pitcher

(1) Several women played important roles in the Revolutionary War. One of these women was Molly Pitcher.

(2) On June 28, 1778, in Monmouth, New Jersey, George Washington led the Continental Army into battle against British troops. It was a very hot summer day. During the battle, the wife of one of the soldiers brought water to the troops. The men called this woman Molly Pitcher. Her husband collapsed, or fell to the ground, either because he was hurt or because it was so hot. Molly took her husband's place and helped operate a cannon. One soldier described the event in his diary. He wrote that an enemy cannonball nearly hit her and took a piece of her skirt. The woman stayed calm and continued her work.



Caption: Molly Pitcher at the Battle of Monmouth.

<https://www.loc.gov/item/96516279/>

(3) For many years, no one knew who Molly Pitcher really was. Historians now think she was a woman named Mary Hays McCauley. Mary was born in 1754. Her first husband was a man named William Hays. During the war, William operated cannons and Mary traveled with the army. Mary helped with cooking, washing, and caring for sick and wounded soldiers.



Caption: George Washington at the Battle of Monmouth.

<https://www.loc.gov/item/2004666054/>

(4) After the war, General Washington personally thanked Mary for her work. William Hays died from his injuries shortly after the war. Mary then married a man named George McCauley. Many years later, the State of Pennsylvania rewarded her for her bravery during the battle.

(5) There are other women who could have been Molly Pitcher, including Margaret Corbin, who wore a man's uniform to fight beside her husband. The soldiers called her Captain Molly.

(6) Molly Pitcher has become a legend in the centuries since the war. She is a symbol of all the women who helped win the Revolutionary War. There may have been a few thousand women who fought in the war, although no one knows the real number.

(7) Still, Mary Hays McCauley seems like the most likely Molly Pitcher. Even if she wasn't, the story teaches us that women were important in the founding of the United States.

Item #	1
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 identify the central idea using details of a text about the American Revolution.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage link	
passage title	Molly Pitcher

QUESTION

Element	Value
stimulus	Refer to the passage, "Molly Pitcher."
question_stem	What is the passage mostly about?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Women played an important role in the Revolutionary War.
answer_b	Nobody knows who Molly Pitcher really was.
answer_c	Women traveled with the army and cared for the sick.
correct_answer	a
correct_answer_rationale	The correct answer is "Women played an important role in the Revolutionary War." Molly Pitcher is a symbol of all the women who helped win the Revolutionary War.
incorrect_answer_1	b
Incorrect_answer_1_rationale	Although the passage states that we don't know for certain who Molly Pitcher really was, some historians have a good guess. This is not the main topic of the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	Women did indeed travel with the army and care for the sick, but this is a detail and not the main topic of the passage.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 recognize details to support a central idea in a text about the American Revolution.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Molly Pitcher

QUESTION

Element	Value
stimulus	Refer to the passage, "Molly Pitcher."
question_stem	What important thing Molly Pitcher did during the war?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	became a captain in the army
answer_b	Operated a cannon
answer_c	wrote about the war
correct_answer	b
correct_answer_rationale	The correct answer is "Operated a cannon". The text states that Molly took her husband's place and helped operate a cannon.
incorrect_answer_1	a
incorrect_answer_1_rationale	Even though the text says that the men called her Captain Molly. She really was not a captain in the army.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does not state that Molly wrote about the war.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	TEKS 1.7.D Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell texts in ways that maintain meaning.
Objective	Students will sequence events from a text about the American Revolution.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Molly Pitcher

QUESTION

Element	Value
stimulus	Refer to the passage, "Molly Pitcher."
question_stem	What event happened after the war?
prompt	Select the best answer.
answer_a	George Washington thanked Mary.
answer_b	Mary cared for the soldiers.
answer_c	Mary operated a cannon.
correct_answer	a
correct_answer_rationale	The text states that <i>after</i> the war, George Washington personally thanked Mary.
incorrect_answer_1	b
incorrect_answer_1_rationale	The text states that Mary cared for the soldiers <i>during</i> the war.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text states that Mary operated a cannon <i>during</i> the war.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 detail to support a central idea about the Revolutionary War.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Molly Pitcher

QUESTION

Element	Value
stimulus	Refer to the passage, "Molly Pitcher."
question_stem	According to the text, who led the Continental Army during the American Revolution?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	George Washington
answer_b	Mary Hays McCauley
answer_c	Margaret Corbin
correct_answer	a
correct_answer_rationale	The correct answer is "George Washington." He led the Continental Army into battle against the British troops.
incorrect_answer_1	b
incorrect_answer_1_rationale	Mary Hays McCauley is the possible identity of Molly Pitcher, not the name of the person who led the army.
incorrect_answer_2	c
incorrect_answer_2_rationale	Margaret Corbin was a woman who played an important role in the war, not the name of the person who led the army.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 details to support a central idea in a text about the American Revolution.
DOK Level	2
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Molly Pitcher

QUESTION

Element	Value	
stimulus	Refer to the passage, "Molly Pitcher."	
prompt	<i>Select the best answer for each of the statements below.</i>	
	True	False
Randomize_answer_choices	yes	
answer_a	Women helped win the Revolutionary War.	
answer_b	Molly Pitcher took her husband's place when he fell.	
answer_c	Margaret Corbin did not go to battle.	
correct_answer	True	False
answer_a	X	
answer_b	X	
answer_c		X
correct_answer_rationale_all	The text states that women helped win the Revolutionary War and that Mary Pitcher took her husband's place when he fell. Also, Margaret Corbin wore a uniform when she went to battle, so it would be false to say she did not go to battle.	
incorrect_answer_rationale_all	The text states that women helped win the Revolutionary War and that Mary Pitcher took her husband's place when he fell.	

	Also, Margaret Corbin wore a uniform when she went to battle, so it would be false to say she did not go to battle.
Scoring	Partial match; .33 points

Item #	6
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	<p>TEKS 1.6.D</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: (D) create mental images to deepen understanding with adult assistance.</p>
Objective	Students will use an image to deepen understanding about an event.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Molly Pitcher

QUESTION

Element	Value
stimulus	Refer to the passage, "Molly Pitcher."
question_stem	Which part of the picture shows what Molly did to help in the battle?



<https://www.loc.gov/item/96516279/>

prompt	<i>Select the best answer.</i>
answer_a	operated the cannon
answer_b	stayed in the house
answer_c	carried the American flag
correct_answer	a
correct_answer_rationale	Molly Pitcher took her husband's place at the cannon.
incorrect_answer_1	b
incorrect_answer_1_rationale	Molly was not in the house during the battle.
incorrect_answer_2	c
incorrect_answer_2_rationale	Molly did not use a flag to help during the battle.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	<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 graphics to locate information.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Molly Pitcher

QUESTION

Element	Value
stimulus	Refer to the passage, "Molly Pitcher."
question_stem	How does the image help you know that George Washington is the leader?



<https://www.loc.gov/item/2004666054/>

prompt	<i>Select the best answer.</i>
answer_a	George Washington is riding a horse.
answer_b	George Washington is wearing a uniform.
answer_c	George Washington is at the front of the group.
correct_answer (key)	c
correct_answer_rationale	George Washington is shown here in front of the group, leading troops into battle.
incorrect_answer_1	a
incorrect_answer_1_rationale	Each person in the picture is on a horse, so this does not tell who the leader is.
incorrect_answer_2	b
incorrect_answer_2_rationale	Each person in the picture is wearing a uniform, so this does not tell who the leader is.
scoring	Exact match; 1 point

Grade	1
Copyright	Original
Source	https://www.battlefields.org/learn/articles/daughters-liberty https://www.bostonteapartyship.com/sarah-bradlee-fulton
Lexile	Unavailable at this time
Flesch-Kincaid	5.4
Word Count	377
Title	Sarah Bradlee Fulton: Daughter of Liberty
Author (if applicable)	OER K-5 RLA

Sarah Bradlee Fulton: Daughter of Liberty

(1) In the late 1700s, Sarah Bradlee Fulton made a name for herself in America. Many Women didn't go to school or work outside the home at the time. They worked at home caring for their children, homes, and gardens. They made things that their families needed. They also didn't have the right to vote then, which would not happen until the 19th Century.

(2) However, Sarah Bradlee Fulton had strong ideas about the new country. She formed a group of women and was the leader. They called themselves the "Daughters of Liberty." They wanted to help their new country. They often met to do chores together. They would bring their spinning wheels from home. They called these meetings "Spinning Bees." They spun wool into yarn. Then, they used the yarn to make clothes to help their families. During the Spinning Bees, the women talked about many things. Sometimes, they would talk about important people and things happening. While spinning, they made plans for ways to help early America.

(3) You may have heard of the Boston Tea Party. People sometimes call Sarah the "Mother of the Boston Tea Party." People in America became unhappy about unfair taxes and took action. Sarah and the Daughters of Liberty decided not to drink British tea because of the taxes. People dumped tea in Boston Harbor. Many people believe that Sarah came up with the idea for the men to dress as Native Americans. The hope was that the men who dumped the tea would not be recognized and get in trouble.

(4) Sarah was clever with her ideas and brave with her actions. She sometimes faced dangerous situations to help America. One time, a man needed to get an important

message to George Washington. But British soldiers were everywhere in the city of Boston. Many of the men of the colony would be recognized and stopped. So, Sarah went to the waterfront. She calmly walked past many British soldiers to deliver the message to General Washington. Then, Sarah carried on as usual and returned home. Later, Washington visited Sarah and her husband's home to thank Sarah.

(5) Sarah Bradlee Fulton found many ways to support her new country. She is remembered as an important woman of her time.



[Spinning Wheel | The Metropolitan Museum of Art \(metmuseum.org\)](https://www.metmuseum.org/collection/search/1000000000000000000)

Caption: Spinning Wheel *Metropolitan Museum of Art*

Item #	8
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 the central idea of a text about the American Revolution.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	What is the passage mostly about?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Sarah made clothes to help others.
answer_b	Sarah sent a message.
answer_c	Sarah worked to help early America.
correct_answer	c
correct_answer_rationale	The correct answer is "Sarah Bradlee Fulton worked to help early America."
incorrect_answer_1	a
incorrect_answer_1_rationale	Sarah spun yarn into wool at Spinning Bees, but that is a detail, not the main topic of the passage.
incorrect_answer_2	b
incorrect_answer_2_rationale	This is a detail from the passage, not the main topic.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	<p>TEKS 1.7.D</p> <p>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell texts in ways that maintain meaning.</p>
Objective	Students will sequence events about the American Revolution.
DOK Level	2
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."

question_stem	Put the events from the passage regarding the Boston Tea Party in the correct order.		
prompt	<i>Select the best column for each event.</i>		
	First	Second	Third
randomize_answer_choices	Yes		
answer_a	People in America became unhappy with unfair taxes.		
answer_b	The Daughters of Liberty decided not to drink British tea.		
answer_c	People dumped tea into Boston Harbor.		
correct_answer	First	Second	Third
	A	B	C
correct_answer_rationale	First, people in America became unhappy with unfair British taxes. The Daughters of Liberty decided not to drink British tea because of the taxes. People dumped tea into Boston Harbor to get attention.		
incorrect_answer_all	First: B, C Second: A, C Third: A, B		
incorrect_answer_rationale_all	First, people in America became unhappy with unfair British taxes. The Daughters of Liberty decided not to drink British tea because of the taxes. People dumped tea into Boston Harbor to get attention.		
scoring	Partial match per response; 1 point (.33 each)		

Item #	10
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 identify details to support an idea about the American Revolution.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	What detail supports the idea that Sarah Bradlee Fulton was brave?
prompt	<i>Select the best answer.</i>
answer_a	She attended Spinning Bee meetings.
answer_b	She faced dangerous situations to deliver a message.
answer_c	She talked about important people.
correct_answer	b
correct_answer_rationale	The text says that Sarah was brave because she calmly walked past many British soldiers to deliver a message to George Washington.
incorrect_answer_1	a
incorrect_answer_1_rationale	She did attend the Spinning Bee meetings, but this detail does not support the idea that she was brave.
incorrect_answer_2	c
incorrect_answer_2_rationale	The women would talk about important people at the Spinning Bee meetings, but this does not support the idea that she was brave.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 recognize details that support a central idea about the American Revolution.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	How did Sarah help her new country?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	She took care of her children, home, and garden.
answer_b	She was a leader of The Daughters of Liberty.
answer_c	She spun wool into yarn.
correct_answer	b
correct_answer_rationale	The correct answer is "She was a leader of The Daughters of Liberty." This group supported the new country.
incorrect_answer_1	a
incorrect_answer_1_rationale	These things helped Sarah's family, but not the country.
incorrect_answer_2	c
incorrect_answer_2_rationale	This helped Sarah's family, but not the country.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 identify details that support a central idea about the American Revolution.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	How did Sarah show that she was clever?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	She made a name for herself in early America.
answer_b	She met with other women to do chores.
answer_c	She created a plan to help the Boston Tea Party.
correct_answer	c
correct_answer_rationale	The correct answer is "She created a plan to help the Boston Tea Party." Many people thought it was her idea to create a disguise for the men who dumped the tea into the harbor.
incorrect_answer_1	a
incorrect_answer_1_rationale	It's true that Sarah made a name for herself in early America, but that choice does not explain how clever she was.
incorrect_answer_2	b
incorrect_answer_2_rationale	She met with other women to do chores, but that does not show that she was clever or creative.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	<p>TEKS 1.6.E</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>
Objective	Students will make connections about ideas associated with the American Revolution.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	Sarah sometimes faced dangerous situations to help support early America. What does this tell you about Sarah?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Sarah believed that she should support her husband's work in early America.
answer_b	Sarah believed she should do everything she could to help early America.
answer_c	Sarah believed that people should work in groups to help early America.
correct_answer	b
correct_answer_rationale	The correct answer is "Sarah believed she should do everything she could to help early America."
incorrect_answer_1	a
incorrect_answer_1_rationale	The passage does not say anything about Sarah's husband.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does show that Sarah believed women in a group could help early America, but that doesn't explain why she put herself in danger.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	TEKS 1.11.D.ii 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: (ii) past and present verb tense.
Objective	Students will use action words in the past, present, and future.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	Listen to the following sentence. This sentence is about something that happened in the past. They <u>wanted</u> to help their new country. Which of the following sentences uses the action word, <u>wanted</u> , to show something that is happening right now?
prompt	Select the best answer.
answer_a	My friend wants a pet.
answer_b	My friend will want a pet.
answer_c	My friend has wanted a pet.
correct_answer	a
correct_answer_rationale	The correct answer is "My friend wants a pet." This sentence uses the action word <i>wants</i> in the present tense.

incorrect answer_1	b
incorrect answer_1 rationale	This sentence does not use the correct form of the action word <i>wanted</i> in the present tense.
incorrect answer_2	c
incorrect_answer_2_rationale	This sentence does not use the correct form of the action word <i>worked</i> in the present tense.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
TEKS	<p>TEKS 1.11.D.ii</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: (ii) past and present verb tense.</p>
Objective	Students will use action words in the past, present, and future.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	<p>Listen to the following sentence. This sentence is about something that happened in the past.</p> <p>Sarah <u>found</u> many ways to support her new country. Which of the following sentences uses the action word, <u>found</u>, to show something that will happen later?</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	I <i>find</i> many books to read next summer.
answer_b	I <i>will find</i> many books to read next summer.
answer_c	I <i>am finding</i> many books to read next summer.
correct_answer	B
correct_answer_rationale	The correct answer is "I will find many books to read next summer." This sentence uses the action words <i>will find</i> in the future tense.

incorrect answer_1	A
incorrect_answer_1_rationale	This sentence does not use the correct form of the action word <i>find</i> in the future tense.
incorrect_answer_2	C
incorrect_answer_2_rationale	This sentence does not use the correct form of the action word <i>find</i> in the future tense.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 describe the relationship between people, events, or ideas associated with the American Revolution.
DOK Level	3
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	Which words show things Sarah worked on with the <i>Daughters of Liberty</i> ? Which words show things Sarah worked on by herself?
prompt	<i>Select the best column for each statement.</i>
	Sarah and the Daughters of Liberty
	Just Sarah
randomize_answer_choices	Yes
answer_a	Spinning Bees
answer_b	Delivering a message
answer_c	The Boston Tea Party
correct_answer	Sarah and the Daughters of Liberty
	Just Sarah
	A, C
	B
correct_rationale	Sarah and The Daughters of Liberty worked together on Spinning Bees and The Boston Tea Party. Sarah delivered the message to General Washington on her own.

incorrect_answer_1	Sarah and the Daughters of Liberty: B
incorrect_answer_1_rationale	This is not something that Sarah and The Daughters of Liberty worked on together.
incorrect_answer_2	Just Sarah: A, C
incorrect_answer_2_rationale	This is something that Sarah and Alexander Hamilton worked on together.
scoring	Partial match per response; 1 point (.33 each)

Item #	18
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 clarify word meanings and their use.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	Listen to this sentence from the passage. Sarah was <u>clever</u> with her ideas and also brave with her actions. Which of these words best explains the meaning of <u>clever</u> ?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Sad
answer_b	Tired
answer_c	Smart
correct_answer	c
correct_answer_rationale	The correct answer is "smart." Someone who is clever is smart.
incorrect_answer_1	a
incorrect_answer_1_rationale	Nothing in the passage tells us that Sarah had ideas that were sad.
incorrect_answer_2	b
incorrect_answer_2_rationale	Nothing in the passage tells us that Sarah had scary ideas.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	<p>Listen to this sentence from the passage.</p> <p>Then, Sarah <u>carried on</u> as usual and returned home.</p> <p>What does the phrase <u>carried on</u> mean?</p>
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	held
answer_b	continued
answer_c	repeated
correct_answer	b
correct_answer_rationale	The correct answer is "continued." To <i>carry on</i> doing something is to continue doing it.
incorrect_answer_1	a
incorrect_answer_1_rationale	In this context, <i>carry on</i> does not literally mean to hold on to anything.
incorrect_answer_2	c
incorrect_answer_2_rationale	To <i>carry on</i> doesn't mean to do something again.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	American Independence
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 clarify word meanings.</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	Sarah Bradlee Fulton: Daughter of Liberty

QUESTION

Element	Value
stimulus	Refer to the passage, "Sarah Bradlee Fulton: Daughter of Liberty."
question_stem	<p>Listen to this sentence from the passage.</p> <p>Many believe that Sarah <u>came up with</u> the idea for the men to dress up as Native Americans.</p> <p>What does the phrase <u>came up with</u> mean?</p>
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	thought of
answer_b	worried about
answer_c	go higher
correct_answer	a
correct_answer_rationale	The correct answer is "thought of." To come up with is thought of. Sarah came up with, or thought of, the idea about men dressing up.
incorrect_answer_1	b
incorrect_answer_1_rationale	To <i>come up with</i> does not mean worried about. Sarah was not worried about The Boston Tea Party.
incorrect_answer_2	c
incorrect_answer_2_rationale	To <i>come up with</i> does not mean to go higher. When Sarah created the idea, it did not go higher.
scoring	Exact match; 1 point

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