

Grade	1
Unit/Domain	Frontier Explorers
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Source(s)—List source of/link to public domain text or sources referenced for factual content	<a href="https://www.britannica.com/place/Northwest-Passage-trade-route">https://www.britannica.com/place/Northwest-Passage-trade-route</a> <a href="https://www.britannica.com/biography/Roald-Amundsen">https://www.britannica.com/biography/Roald-Amundsen</a> <a href="https://www.britannica.com/event/Louisiana-Purchase">https://www.britannica.com/event/Louisiana-Purchase</a> <a href="https://www.pbs.org/weta/thewest/program/episodes/one/corps.html">https://www.pbs.org/weta/thewest/program/episodes/one/corps.html</a>
Lexile/Average Grade Level	Unavailable at this time.
Word Count	373
Flesch-Kincaid	7.1
Title	The Past, Present, and Future of the Northwest Passage
Author	Sarah Laliberte

### **The Past, Present, and Future of the Northwest Passage**

(1) In 1498, Vasco da Gama was the first person to sail a ship all the way from Europe to Asia. But da Gama had to go down and around Africa to get there. It was a very long trip!

(2) For many years, explorers searched for a better way to get their ships from Europe to Asia. The ancient Greeks thought an ocean was at the top of the world. In the 1500s, explorers searched for this ocean, but instead they found ice!



<https://www.istockphoto.com/photo/frozen-jokulsarlon-glacial-lagoon-in-winter-iceland-gm629793388-112193127>

(3) Still, many ocean explorers kept trying to find a way to travel north of Canada to get to the Pacific Ocean. They called this path the Northwest Passage. These explorations were very dangerous. The path they tried to take was close to the North Pole, one of the coldest places on Earth. Even in the warmer months, there were icebergs along the way. An iceberg is a huge floating mass of ice in the sea that can cause a ship to wreck. There were also other smaller masses of ice in the water that could trap ships.



<https://www.istockphoto.com/vector/schematic-map-of-the-northwest-passage-gm1239571791-362559564?searchscope=image%2Cfilm>

(4) President Thomas Jefferson completed the Louisiana Purchase in 1803, and explorers were still searching for a Northwest Passage. Jefferson hoped there might be a water route through the land the United States just purchased. He asked Meriwether Lewis and William Clark to travel west to see if they could find it. Lewis and Clark could not find this route because it didn't exist, but the journey was still successful. They could report to Jefferson about the land, animals, and people living in the newest part of the United States.

(5) Finally, in 1905, an explorer from Norway named Roald Amundsen made it through the Northwest Passage by boat. It took Amundsen and his crew of six men three years to make the trip!

(6) The Northwest Passage has an exciting past but may also have an interesting future. Today, there is less ice in the Arctic Ocean than there was in the past. As a result, there are times in the summer when people can travel the Northwest Passage with little ice in the way. Therefore, people are becoming interested in the Northwest Passage as a quicker way to get from Europe to Asia by sea.

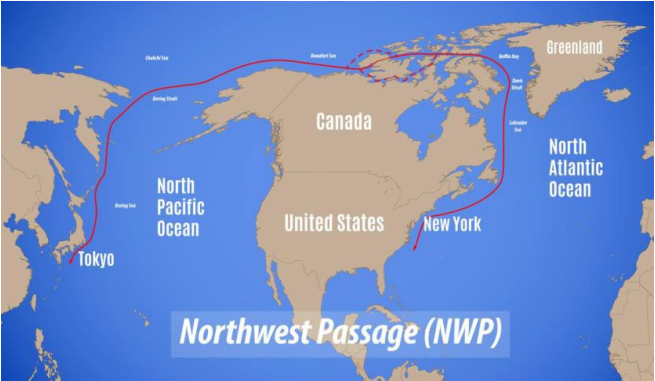
<b>Item #</b>	1
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific 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.
<b>Objective</b>	Students will use graphic features to locate information.
<b>DOK Level</b>	1
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Past, Present, and Future of the Northwest Passage."
question_stem	What does this map show?

	 <p><a href="https://www.istockphoto.com/vector/schematic-map-of-the-northwest-passage-gm1239571791-362559564?searchscope=image%2Cfilm">https://www.istockphoto.com/vector/schematic-map-of-the-northwest-passage-gm1239571791-362559564?searchscope=image%2Cfilm</a></p>
prompt	Select the <b>best</b> answer.
randomize_answer_choices	
answer_a	The Louisiana Purchase
answer_b	A water route in the United States
answer_c	The Northwest Passage
correct_answer	c
correct_answer_rationale	The correct answer is “The Northwest Passage.” The arrow indicates the route of the Northwest Passage.
incorrect_answer_1	a
incorrect_answer_1_rationale	The map does not show the Louisiana Purchase.
incorrect_answer_2	c
incorrect_answer_2_rationale	The map shows a water route, but it is not in the United States.
scoring	Exact match; 1 point

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

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Who was the first person to sail from Europe to Asia?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	Vasco da Gama
answer_b	Thomas Jefferson
answer_c	Roald Amundsen
correct_answer	a

correct_answer_rationale	The correct answer is “Vasco da Gama.” The passage says, “In 1498, Vasco da Gama was the first person to sail a ship all the way from Europe to Asia.”
incorrect_answer_1	b
incorrect_answer_1_rationale	Thomas Jefferson did want to find a way from Europe to Asia, but he did not sail it himself.
incorrect_answer_2	c
incorrect_answer_2_rationale	Roald Amundsen did sail from Europe to Asia, but he was not the first.
scoring	Exact match; 1 point

<b>Item #</b>	3
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.
<b>Objective</b>	Students will identify details to support a central idea about frontier exploration.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The Past, Present, and Future of the Northwest Passage."
question_stem	What were explorers like Meriwether Lewis and William Clark looking for?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	a water route through the Louisiana Purchase
answer_b	a land route to the North Pole
answer_c	a path to the Atlantic Ocean
correct_answer	a



correct_answer_rationale	The correct answer is “a water route through the Louisiana Purchase.” The passage says, “President Thomas Jefferson completed the Louisiana Purchase in 1803, and explorers were still searching for a Northwest Passage. Jefferson hoped that there may be a water route through the land the United States just purchased. He asked Meriwether Lewis and William Clark to travel west to see if they could find it.”
incorrect_answer_1	b
incorrect_answer_1_rationale	Other explorers sailed near the North Pole, but this is not what Lewis and Clark were looking for. They also did not try to find a land route.
incorrect_answer_2	c
incorrect_answer_2_rationale	Explorers hoped to find a way from the Atlantic to the Pacific, but this is not what Lewis and Clark were looking for.
scoring	Exact match; 1 point




<b>Item #</b>	4
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.
<b>Objective</b>	Students will identify details to support a central idea about frontier exploration.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiselect

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Which things did Lewis and Clark learn on their trip?
prompt	Select the <b>two</b> correct answers.
randomize_answer_choices	no

answer_a	<p>They learned about animals.</p>  <p><a href="https://pixabay.com/photos/nature-roe-deer-forest-fallow-deer-2634729/">https://pixabay.com/photos/nature-roe-deer-forest-fallow-deer-2634729/</a></p>
answer_b	<p>They learned about the land.</p>  <p><a href="https://pixabay.com/photos/forest-landscape-sun-trees-nature-1950402/">https://pixabay.com/photos/forest-landscape-sun-trees-nature-1950402/</a></p>
answer_c	<p>They learned about trains.</p>  <p><a href="https://pixabay.com/photos/locomotive-diesel-russia-train-60539/">https://pixabay.com/photos/locomotive-diesel-russia-train-60539/</a></p>
correct answers	a, b
correct_answer_rationale	<p>Lewis and Clark learned about animals and land. The passage says, "They were able to report back to Jefferson about the land, the animals, and the people that lived in the newest part of the United States."</p>

incorrect_answer	c
incorrect_answer_rationale	Lewis and Clark did not learn about trains during their expedition.
scoring	Partial match per response; 1 point (.33 each)

<b>Item #</b>	5
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.
<b>Objective</b>	Students will use details to support key ideas.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Past, Present, and Future of the Northwest Passage."
question_stem	The Northwest Passage was important because it was a shorter trip from Europe to –
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	Asia
answer_b	Africa
answer_c	Canada
correct_answer	a


correct_answer_rationale	The correct answer is “Asia.” The passage says, “For many years, explorers searched for a better way to get their ships from the Atlantic Ocean to the Pacific Ocean.”
incorrect_answer_1	b
incorrect_answer_1_rationale	Explorers traveled around Africa to get to Asia, but this is not why the Northwest Passage was important.
incorrect_answer_2	c
incorrect_answer_2_rationale	Explorers traveled north of Canada from Europe, but this is not why the Northwest Passage was important.
scoring	Exact match; 1 point

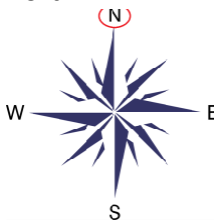
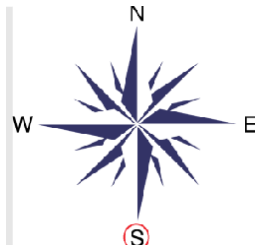
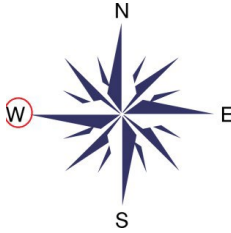
<b>Item #</b>	6
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific 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.
<b>Objective</b>	Students will use illustrations to locate information.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Look at the map of the Northwest Passage. The Northwest Passage is located _____ of North America.  

prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	<p>north</p>  <p><a href="https://pixabay.com/vectors/compass-rose-wind-directions-305254/">https://pixabay.com/vectors/compass-rose-wind-directions-305254/</a></p>
answer_b	<p>south</p>  <p><a href="https://pixabay.com/vectors/compass-rose-wind-directions-305254/">https://pixabay.com/vectors/compass-rose-wind-directions-305254/</a></p>
answer_c	<p>west</p>  <p><a href="https://pixabay.com/vectors/compass-rose-wind-directions-305254/">https://pixabay.com/vectors/compass-rose-wind-directions-305254/</a></p>
correct_answer	a
correct_answer_rationale	The correct answer is “north.” The map shows that the passage was above the United States and Canada.
incorrect_answer_1	b
incorrect_answer_1_rationale	The United States is south of the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	Explorers were trying to find a path to the West, but the the passage was not west of the United States.
scoring	Exact match; 1 point



<b>Item #</b>	7
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.7.C 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:(C) use text evidence to support an appropriate response.
<b>Objective</b>	Students will use text evidence to support a response about the Northwest Passage.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Past, Present, and Future of the Northwest Passage."
question_stem	What detail shows that the Northwest Passage is a dangerous route?
prompt	<i>Select the correct answer.</i>
randomize_answer_choices	yes
answer_a	icebergs
answer_b	bears
answer_c	storms
correct_answer	a
correct_answer_rationale	The correct answer is icebergs. The text says, "The path they tried to take was close to the North Pole, one of the coldest places on Earth. Even in the warmer months, there were icebergs along the way. This huge floating mass of ice in the sea that can cause a ship to wreck. There were also other smaller masses of ice in the water that could trap ships.

incorrect_answer_1	b
incorrect_answer_1_rationale	Bears can be dangerous, but the author does not address bears.
incorrect_answer_2	c
incorrect_answer_2_rationale	Storms can be dangerous, but the author does not address storms.
scoring	Exact match; 1 point

<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>	Frontier Explorers
<b>TEKS</b>	TEKS 1.11.D.ix 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: (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
<b>Objective</b>	Students will identify punctuation marks in sentences.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Which sentence has an exclamation mark?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	The ancient Greeks thought there was an ocean at the top of the world.
answer_b	In the 1500s, explorers started searching for the ocean, but instead they found ice!
correct_answer	b
correct_answer_rationale	This sentence ends with an exclamation mark, so it shows excitement or surprise.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence is a statement.
scoring	Exact match; 1 point

<b>Item #</b>	9
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.11.D.ix 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: (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
<b>Objective</b>	Students will identify punctuation marks in sentences.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Which sentence shows a question mark?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	In 1498, Vasco de Gama was the first person to sail a ship from Europe to Asia.
answer_b	Was the Northwest Passage a safe journey?
answer_c	It was a very long trip!
correct_answer	b
correct_answer_rationale	This sentence ends with a question mark and is an interrogatory statement.
incorrect_answer_1	a
Incorrect_answer_1_rationale	This sentence ends with a period, making it a statement.
incorrect_answer_2	c
Incorrect_answer_2_rationale	This sentence ends with an exclamation point, so it is not a question.
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>	Frontier Explorers
<b>TEKS</b>	TEKS 1.11.D.ix 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: (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
<b>Objective</b>	Students will identify exclamation marks in sentences.
<b>DOK Level</b>	2
<b>Question Type</b>	Table Match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
stem	Read each sentence. If the sentence is exclamatory or shows excitement select <i>Yes</i> . If it is not, select <i>No</i> .
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	

	Yes	No
It took Amundsen and his crew of six men three years to make the trip!		
President Thomas Jefferson completed the Louisiana Purchase in 1803, and explorers were still searching for a Northwest Passage.		
There is much less ice in the Arctic.		

Correct Answer (key)

	Yes	No
It took Amundsen and his crew of six men three years to make the trip!	X	
President Thomas Jefferson completed the Louisiana Purchase in 1803, and explorers were still searching for a Northwest Passage.		X
There is much less ice in the Arctic.		X

correct_answer_rationale	This sentence ends with an exclamation mark.
incorrect_answer_rationale	This sentence ends with a period. It is not exclamatory.
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>	Frontier Explorers
<b>TEKS</b>	TEKS 1.3D Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking – vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.
<b>Objective</b>	Students will identify and use words that name locations.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Which words from the passage are places?
prompt	<i>Select one correct answer.</i>
randomize_answer_choices	yes
answer_a	Asia
answer_b	Thomas Jefferson
answer_c	the ancient Greeks
correct_answer	a
correct_answer_rationale	The correct answer is “Asia.” This is a place mentioned in the passage.
incorrect_answers	b, c
incorrect_answer_1_rationale	Thomas Jefferson and the ancient Greeks are people, not places.
scoring	Exact Match; 1 point

<b>Item #</b>	12
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	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.
<b>Objective</b>	Students will clarify word meanings in a sentence.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

element	Value
stimulus	Refer to the passage "The Past, Present, and Future of the Northwest Passage."
question_stem	Listen to this sentence.  In the 1500s, explorers started searching for this <u>ocean</u> , but instead they found ice!  Which word from the sentence means a body of water people swim in?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	explorers
answer_b	ocean
answer_c	ice
correct_answer	b
correct_answer_rationale	An ocean is a body of water people swim in. "Ocean" could fit into a category with other words about bodies of water that people swim in.
incorrect_answer_1	a



incorrect_answer_1_rationale	Explorers traveled through bodies of water, but this word is not a body of water.
incorrect_answer_2	c
incorrect_answer_2_rationale	Ice is made from water, but people can't swim in it.
scoring	Exact match; 1 point

<b>Item #</b>	13
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	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.
<b>Objective</b>	Students will clarify word meanings from the text.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Past, Present, and Future of the Northwest Passage

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, “The Past, Present, and Future of the Northwest Passage.”
question_stem	Listen to this sentence from the passage.  Even in the warmer months, there were <u>icebergs</u> along the way.  Which picture also shows something that is like an <u>iceberg</u> ?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes

answer\_a

cold



<https://pixabay.com/photos/icicles-ice-water-mountain-winter- 8445566/>

answer\_b

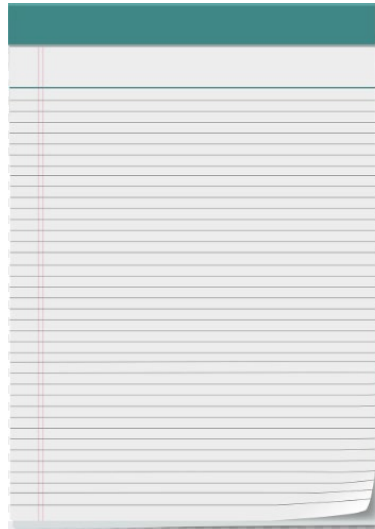
soft



*Image Link Not Available.*

answer\_c

flat



<https://pixabay.com/photos/vector-notepad-notepad-5x8-notepad-2111645/>

correct_answer	a
correct_answer_rationale	The correct answer is “cold.” The text states that icebergs were floating masses of ice near the North Pole.
incorrect_answer_1	b
incorrect_answer_1_rationale	Pillows are soft, but icebergs are rigid and can cause harm to boats.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text states that the icebergs were large masses of ice. According to the passage, these masses would not be flat.
scoring	Exact match; 1 point

Grade	1
Unit/Domain	Frontier Explorers
Copyright	Original
Lexile/Average Grade Level	Unavailable at this time.
Word Count	329
Flesch-Kincaid	7.2
Title	The Oregon Trail
Author	OER K-5 RLA

### The Oregon Trail



<https://www.nps.gov/oreg/planyourvisit/maps.htm>

(1) For most travelers, the Oregon Trail begins in Independence, Missouri. You can still see pieces of old wagon wheels, abandoned supplies, and other evidence of travelers from long ago.

(2) From there, the trail heads north into Nebraska. The Oregon Trail wasn't an easy trip, and travelers often ran low on supplies. Way stations helped them rest and restock their supplies. The modern-day versions of these way stations are the restaurants and hotels located along the route. While it often took the original pioneers up to a month to travel between states, modern road trippers can do it in just one day. This is because cars today are much faster than the oxen-pulled wagons of long ago.



<https://pixabay.com/illustrations/covered-wagon-dare-plane-2320902/>

(3) Wyoming contains one of the loneliest stretches of the Oregon Trail. There are few towns, and they are very far apart. Sometimes, it is 100 miles or more between towns and stopping points. Independence Rock is a must-see site in Wyoming. It is a large granite rock carved with the names of pioneers from more than 100 years ago.



[https://commons.wikimedia.org/wiki/File:Independence\\_Rock\\_2017-09-27\\_1476.jpg](https://commons.wikimedia.org/wiki/File:Independence_Rock_2017-09-27_1476.jpg)

(4) Idaho is the next state along the trail. This state contains rivers that pioneers struggled to cross, but it won't be nearly as hard to travel today. Now, you can stop at the soda springs to enjoy naturally carbonated water without buying it from a grocery store.

(5) The final stop is Oregon. Pioneers reached Oregon to start a new life. You can still see ruts in the trail from the wagon wheels all those years ago as the pioneers completed their journeys.


(6) The Oregon Trail is a memorable, important trip that appeals to the young and old. It is filled with adventure, history, and nostalgia. Traveling the trail in the 1800s was a hard life and pioneers struggled to survive. Today, however, you can take a car or an airplane to see some of the most beautiful sights along the trail. Travelers looking for a road trip can't go wrong with the Oregon Trail.

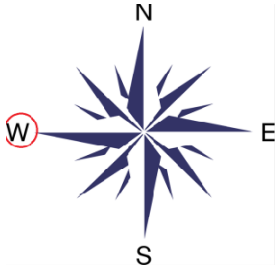
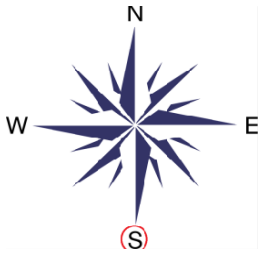
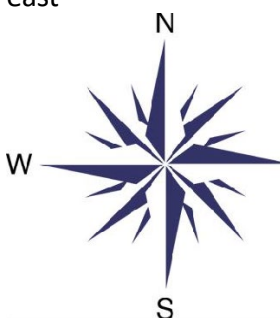
<b>Item #</b>	14
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific 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.
<b>Objective</b>	Students will use illustrations to locate information.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Oregon Trail

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage “The Oregon Trail.”
question_stem	<p>The Oregon Trail was commonly traveled from Missouri to Oregon in which direction?</p> 

prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	<p>west</p>  <p><a href="https://pixabay.com/vectors/compass-rose-wind-directions-305254/">https://pixabay.com/vectors/compass-rose-wind-directions-305254/</a></p>
answer_b	<p>south</p>  <p><a href="https://pixabay.com/vectors/compass-rose-wind-directions-305254/">https://pixabay.com/vectors/compass-rose-wind-directions-305254/</a></p>
answer_c	<p>east</p>  <p><a href="https://pixabay.com/vectors/compass-rose-wind-directions-305254/">https://pixabay.com/vectors/compass-rose-wind-directions-305254/</a></p>
correct_answer	a
correct_answer_rationale	The correct answer is “west.” Oregon is on the West Coast of the United States.
incorrect_answer_1	b
incorrect_answer_1_rationale	Some people did travel to the South, but this is not the direction of the Oregon Trail.
incorrect_answer_2	c
incorrect_answer_2_rationale	People on the Oregon Trail started in the East.
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>	Frontier Explorers
<b>TEKS</b>	1.7.D Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell texts in ways that maintain meaning.
<b>Objective</b>	Students will sequence events from the text.
<b>DOK Level</b>	2
<b>Question Type</b>	Table Match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Oregon Trail

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Oregon Trail."
question_stem	Put the states on the Oregon Trail in order.
prompt	<i>Select the correct order for the states.</i>
randomize_answer_choices	no

	<b>First</b>	<b>Second</b>	<b>Third</b>
Nebraska			
Wyoming			
Oregon			

#### Correct Answer (key)

	<b>First</b>	<b>Second</b>	<b>Third</b>
Nebraska	<b>X</b>		
Wyoming		<b>X</b>	
Oregon			<b>X</b>


correct_answer_rationale	Travelers on the Oregon Trail moved from east to west. First, people came to Nebraska. Then, they came to Wyoming. Finally, they came to Oregon.
incorrect_answer_rationale	This is not in the correct order. Travelers on the Oregon Trail moved from east to west.
scoring	Exact match; 1 point

<b>Item #</b>	16
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.10.C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
<b>Objective</b>	Students will use graphics to locate information.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Oregon Trail

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Oregon Trail."
question_stem	Look at the map. What does the map show about the Oregon Trail? 
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	It was long.

answer_b	It was fast.
answer_c	It was hot.
correct_answer	a
correct_answer_rationale	The correct answer is, "It was long." The map shows how many states the trail went through, which shows how long it was.
incorrect_answer_1	b
incorrect_answer_1_rationale	The map does not have information or symbols showing how fast or slow the Oregon Trail was.
incorrect_answer_2	c
incorrect_answer_2_rationale	The map does not have information or symbols about the weather on the Oregon Trail.
scoring	Exact match; 1 point

<b>Item #</b>	17
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<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 identify details to support an idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Table match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Oregon Trail

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The Oregon Trail."
question_stem	Why do people want to visit the trail today?
prompt	<i>Choose the <b>correct</b> category, <b>Reason</b> or <b>Not a Reason</b>, for each sentence below.</i>
randomize_answer_choices	no

	<b>Reason</b>	<b>Not a Reason</b>
Young and old people will like it.		
It is filled with adventure and history.		
It was hard to travel in the 1800s.		

#### Correct Answer (Key)

	<b>Reason</b>	<b>Not a Reason</b>
Young and old people will like it.	<b>X</b>	
It is filled with adventure and history.	<b>X</b>	
It was hard to travel in the 1800s.		<b>X</b>

correct_answer_rationale	<p>The correct answers are: Young and old people will like it. It is filled with adventure and history.</p> <p>These are all reasons the author gives for why people should visit the Oregon Trail today.</p>
incorrect_answer_rationale	<p>Although this is true, this is not a reason the author gives for visiting the Oregon Trail today.</p>
scoring	<p>Partial match per response; 1 point (.33 each)</p>

<b>Item #</b>	18
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	TEKS 1.11.D.i 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: (i) complete sentences with subject-verb agreement.
<b>Objective</b>	Students will identify a complete sentence.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Oregon Trail

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Oregon Trail."
question_stem	Which choice shows a complete sentence?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	There are few towns that are very far apart.
answer_b	between towns and stopping points
answer_c	Independence Rock
correct_answer	a
correct_answer_rationale	This is a complete sentence with a subject, verb, and correct punctuation.
incorrect_answer_1	This is a phrase that has no subject.
incorrect_answer_1_rationale	This is a place, which is a noun with no verb.
scoring	Exact match: 1 point

<b>Item #</b>	19
<b>Discipline</b>	ELA
<b>Grade Level</b>	1
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Frontier Explorers
<b>TEKS</b>	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.
<b>Objective</b>	Students will clarify word meanings and their use.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice




#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Oregon Trail

#### QUESTION

<b>element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Oregon Trail."
question_stem	Read this sentence from the passage.  "The Oregon Trail wasn't an easy trip, and travelers often ran low on <u>supplies</u> ."  Which is a <u>supply</u> you might need for a trip on the Oregon Trail today?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes



answer_a	<p>gas</p>  <p><a href="https://pixabay.com/photos/refuel-petrol-stations-gas-pump-2157211/">https://pixabay.com/photos/refuel-petrol-stations-gas-pump-2157211/</a></p>
answer_b	<p>ox</p>  <p><a href="https://pixabay.com/photos/highlander-bull-ox-cattle-animal-1128786/">https://pixabay.com/photos/highlander-bull-ox-cattle-animal-1128786/</a></p>
answer_c	<p>rocks</p>  <p><a href="https://pixabay.com/photos/stones-rocks-pebbles-tranquil-zen-167089/">https://pixabay.com/photos/stones-rocks-pebbles-tranquil-zen-167089/</a></p>
correct_answer	a
correct_answer_rationale	The correct answer is "gas." Cars that drive the Oregon Trail need gas.

incorrect_answer_1	b
incorrect_answer_1_rationale	People used oxen a long time ago, but this is not a supply you would need today.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although you may find rocks on the Oregon Trail, you do not need them while traveling.
scoring	Exact match; 1 point

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