

Grade	2
Unit/Domain	Fighting for a Cause
Copyright (Original or Public Domain)	https://malala.org/malalas-story https://malala.org/newsroom/malala-un-speech https://www.nobelprize.org/prizes/peace/2014/yousafzai/facts/
Lexile/Average Grade Level	Unavailable at this time.
Flesch-Kincaid	6.1
Word Count	365
Title	Malala Yousafzai: Working for Girls' Rights to Go to School
Author	OER K-5 RLA

Malala Yousafzai: Working for Girls' Rights to Go to School

(1) In a small village in Pakistan, a man named Ziauddin Yousafzai ran an all-girls' school. His daughter, Malala Yousafzai, attended this school. Malala's life changed when she was 11 years old. A group called the Taliban took power in her part of the world and in her village. The group put many harsh rules into place. One rule did not allow girls to attend school.

(2) Malala found this greatly unfair. She decided to work to change it. Malala was determined, even at the age of 11, to help others. She focused on girls' rights to go to school in her country. She wanted people everywhere to understand what was happening and gave speeches about the situation, asking people to help.

(3) When Malala was 15, a member of the Taliban attacked her for speaking out for women and girls. After recovering, she continued to speak about the injustices. She traveled around the world and urged others to help girls and women being treated unfairly.

(4) As part of this work, Malala's father helped her establish The Malala Fund. This group works to get money and uses it to help girls get an education in places where that is difficult. This work helped Malala win the Nobel Peace Prize in 2014. World leaders earn this prize for outstanding work that makes the world a better place. She is the youngest person to win the award.

(5) Malala's speeches inspire and encourage others to act. A portion of one of her speeches...
"So here I stand, one girl among many. I speak—not for myself, but for all girls and boys. I raise

up my voice—not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights: their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.”

(6) Part of Malala’s work helps other young women become positive voices in their own communities. The Malala Fund trains girls to work with others in their communities on girls’ rights. Malala’s work continues to grow and help bring change, even today.



<https://pixabay.com/photos/children-india-orphanage-girls-1144109/>



https://cdn.pixabay.com/photo/2019/04/19/06/12/baby-4138667_1280.jpg



<https://pixabay.com/photos/students-primary-school-village-1177716/>



<https://pixabay.com/photos/zaharatul-quran-islamic-girl-girls-4138662/>

Item #	1
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.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 read to determine key ideas.
Objective	Students will evaluate details read to determine key ideas about fighting for a cause.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	What is the text mostly about?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Malala's work to help girls get an education in her country
answer_b	Malala's father running a girls' school in Pakistan
answer_c	World leaders earning awards and being recognized
correct_answer	a
correct_answer_rationale	The correct answer is "Malala's work to help girls get an education in her country." All the details in the passage support this main topic.
incorrect_answer_1	b
incorrect_answer_1_rationale	The text mentions Malala's father running a girls' school, but that is not the main topic of this text.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text mentions world leaders winning awards, but that is not the main topic of this text.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.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 read to determine key ideas.
Objective	Evaluate details read to determine key ideas in a select paragraph about fighting for a cause.
DOK Level	3
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	Listen to this paragraph from the passage. [Part of Malala's work helps other young women become positive voices in their own communities.] [The Malala Fund trains girls to work with others in their communities on girls' rights.] [Malala's work continues to grow and help bring change, even today.] Select the detail that supports what the paragraph is mostly about.
prompt	Select the best answer.
correct_answer (key)	[Malala's work helps other young women become positive voices in their own communities.]
correct_answer_rationale	The correct answer is "[Malala's work helps other young women become positive voices in their own communities.]" The paragraph introduces the idea of making a positive impact in communities.

incorrect_answer_1	[The Malala Fund trains girls to work with others in their communities on girls' rights.]
incorrect_answer_1_rationale	The Malala Fund training girls as leaders is a detail from the paragraph that supports the central idea, but it is not the focus of this paragraph.
incorrect_answer_2	[This way, Malala's work brings even more change.]
incorrect_answer_2_rationale	This sentence is a detail from the paragraph that supports the central idea, but this is not the focus of this paragraph.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.H Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will infer the purpose of a speech.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	Listen to Malala's words from a speech included in the passage. "So here I stand, one girl among many. I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights: their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated." What is the most likely reason Malala gives this speech?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	to explain her work and determination to help others
answer_b	to describe the work that she has done to support education
answer_c	to answer a question about why education is important
correct_answer	a
correct_answer_rationale	The correct answer is "to explain her work and determination to help others." She has made it her work to help others.

incorrect_answer_1	b
incorrect_answer_1_rationale	Malala doesn't give details about her work. This is not why she is speaking.
incorrect_answer_2	c
incorrect_answer_2_rationale	There is no question being asked or answered in this speech.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.7.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.
Objective	Students will use details from the text to support a response about fighting for a cause.
DOK Level	1
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
prompt	Select the correct answer for each of the statements below.
column_label_1	True
column_label_2	False
question_1	She stopped speaking up about the importance of education.
answer_1	False
question_2	At age 11, Malala had to leave school.
answer_2	True
question_3	Malala won the Nobel Prize for her work.
answer_3	True
correct_answer_rationale	After Malala was injured, she continued speaking out about the importance of education. At age 11, Malala had to leave school. Malala won the Nobel Prize for her work.
incorrect_answer_rationale_all	After Malala was injured, she continued speaking out about the importance of education. At age 11, Malala had to leave school. Malala won the Nobel Prize for her work.
scoring	Partial match per response; 1 point (.33 each)

Item #	5
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.7.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.
Objective	Students use evidence from the text to support a response about fighting for a cause.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	Which sentence shows that Malala's father helped her with her work?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	In a small village in Pakistan, a man named Ziauddin Yousafzai ran an all-girls' school.
answer_b	As part of this work, Malala's father helped her establish The Malala Fund.
answer_c	His daughter, Malala Yousafzai, attended this school.
correct_answer	b
correct_answer_rationale	The correct answer is "As part of this work, Malala's father helped her establish The Malala Fund." The sentence shows that Malala's father supported her with her work.

incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence shows that Malala's father believed in girls' education, but it does not show support for Malala's work.
incorrect_answer_2	c
incorrect_answer_2_rationale	This sentence shows that Malala's father believed in girls' education, but it does not show support for Malala's work.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.H Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (H) synthesize information to create new understanding.
Objective	Students will evaluate details read to support a key idea about fighting for a cause.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage, "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	Based on Malala's words and actions, what can the reader conclude about her character?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	She believes it is important to help others.
answer_b	She teaches kids how to read.
answer_c	She is a winner because she won the Nobel Prize.
correct_answer	a

correct_answer_rationale	The correct answer is “She believes it is important to help others.” The passage says, “When Malala was 15, she began speaking out for women and girls in her country and despite challenges, travels all of over to share her story.” This shows that she believed it is important to help others.
incorrect_answer_1	b
incorrect_answer_1_rationale	Malala talks about how important education is. But the passage doesn’t say that she taught kids how to read.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does state that Malala won the Nobel Prize. However, that is not what makes her successful.
scoring	Exact match; 1 point


Item #	7
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will use text evidence to make inferences about someone who fought for a cause.
DOK Level	2
Question Type	Match Table

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	According to the text, what did Malala accomplish that shows she is a unique young person?

	 <p>https://commons.wikimedia.org/w/index.php?search=File%3AMalala+Yousafzai.jpg&title=Special%3ASearch&profile=advanced&fulltext=1&advancedSearch-current=%7B%7D&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:Malala_Yousafzai_2015.jpg</p> <p>[Drop Zone 1]</p>
prompt	<i>Drag the correct answer to the box.</i>
randomize_answer_choices	yes
drop_a_object	She went to school in Pakistan.
drop_b_object	She is the youngest person ever to win a Nobel Prize.
drop_c_object	Her work did not support education in her country.
correct_answer	[Drop Zone 2]: drop_b_object
correct_answer_rationale	The passage states that Malala is the youngest person ever to win a Nobel Prize. This is an important peace prize, and it shows that the work she has done is meaningful. This accomplishment brought attention to her goals.
incorrect_answer_1	[Drop Zone 1]: drop_a_object
incorrect_answer_1_rationale	Malala went to school in Pakistan, but so did many others. This alone does not make her a unique person.
incorrect_answer_2	[Drop Zone 1]: drop_c_object
incorrect_answer_2_rationale	Malala's work supported the education of girls in her country. However, this alone is not the reason that she is unique person.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.3.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 context within and beyond a sentence to determine the meaning of unfamiliar words.
Objective	Students will demonstrate an understanding of new multiple-meaning words in context.
DOK Level	2
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Malala Yousafzai: Working for Girls' Rights to Go to School

QUESTION

Element	Value
stimulus	Refer to the passage "Malala Yousafzai: Working for Girls' Rights to Go to School."
question_stem	<p>Listen to this sentence.</p> <p>So here I <u>stand</u>, one girl among many. Click the part of the dictionary entry that tells the meaning of the word <i>stand</i> in this sentence.</p> <p><u>stand</u> [1. <i>verb</i>. to be up on your feet] [2. <i>noun</i>. a small place that sells something] [3. <i>noun</i>. a place to sit down at events]</p>
prompt	Select the best answer.

correct_answer (key)	[1. <i>verb</i> . To be up on your feet]
correct_answer_rationale	The correct answer is “to be up on your feet.” The word <i>stand</i> is used as a verb in the sentence.
incorrect_answer_1	[2. noun. a group of plants]
incorrect_answer_1_rationale	The word <i>stand</i> sometimes means “a small place that sells something,” but that is not the meaning in this sentence.
incorrect_answer_2	[3. noun. a place to sit down at events]
incorrect_answer_2_rationale	The word <i>stand</i> sometimes means “a place to sit down at events,” but that is not the meaning in this sentence.
scoring	Partial match per response; 1 point (.33 each)

Grade	2
Unit/Domain	Fighting for a Cause
Copyright (Original or Public Domain)	Nov. 14, 1988: Reagan address to students (nbcnews.com)
Lexile/Average Grade Level	Unavailable at this time
Flesch-Kincaid	8.9
Word Count	362
Title	Excerpt from President Ronald Reagan's remarks to junior high school students
Author (if applicable)	Ronald Reagan

Excerpt from President Ronald Reagan's remarks to junior high school students

In November 1988, President Ronald Reagan spoke to students across America about the importance of democracy.

- (1) Now, last week the United States did something so exceptional that people around the world marveled at it. Last week the American people freely elected our government. Some ballots were cast by people who were rich and famous, and others were cast by most ordinary people, but each person had the same, one vote. These ballots were cast in secret, and they were counted in the open, not the other way around. And when the votes were totaled, those holding or seeking the highest positions in the land all surrendered to the will of the people. Soon, power will be peacefully transferred from those leaving office to those taking office. And, yes, we do this every election year, and that's what so much of the world marvels at. What we in America take for granted is something that's rare in history and all too remarkable on this globe, the Earth.

(2) The United States is the world's oldest democratic government. And at my age, when I tell you something that is the oldest in the world, you can take my word for it; I'm probably talking from personal experience. And it's not just that our government is the oldest of its kind, but that it's based on the world's most revolutionary political idea. You can see that concept in the very first line of our Constitution, and it begins with three simple words: "We the People." In other countries, in their constitutions -- they all have constitutions, and I've read a great many of them, those other ones -- and the difference is so small, but it's found in those three words. Because their constitutions are documents by the Governments telling the people what they can do. And in our country, our Constitution is by the people, and it tells the Government what it can do. And only those things listed in the Constitution, and nothing else, can Government do. So, in America, it is the people who are in charge. And one day you'll be those people out there voting and creating the Government.

Item #	9
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.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 read to determine key ideas;
Objective	The student will evaluate details read to determine a key idea in a text.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Listen to these sentences from the passage. "And in our country, our Constitution is by the people, and it tells the Government what it can do. And only those things listed in the Constitution, and nothing else, can Government do. So, in America, it is the people who are in charge." What does this part of Ronald Reagan's speech tell us about the Constitution?
prompt	Select the best answer.
answer_a	The Constitution tells the Government what to do.
answer_b	The Government tells the Constitution what to do.
answer_c	The Constitution is a historical document.
answer_d	The Constitution was written by Thomas Jefferson.
correct_answer	a
correct_answer_rationale	The key idea in these sentences supports the idea that the The Constitution tells the Government what it can do.
incorrect_answer_1	b

incorrect_answer_1_rationale	The sentences say that the Government tells the Constitution what to do. This is incorrect.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although this is a true statement, it is not the central idea of the sentences.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although this is a true statement, it is not the central idea of the sentences.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.
Objective	Students will recognize details that support a central idea.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Which sentence from paragraph 2 supports Ronald Reagan's idea that people are the most important part of a constitution?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	"The United States is the world's oldest democratic government."
answer_b	"Our government is not the oldest of its kind."
answer_c	"You can see that concept in the very first line of our Constitution, and it begins with three simple words: 'We the People.'"

correct_answer	c
correct_answer_rationale	This sentence calls out the words “we the people” as very important.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence talks about our government being the oldest democratic government and does not support the idea that people are the most important part of the Constitution.
incorrect_answer_2	b
incorrect_answer_2_rationale	This sentence talks about an important idea but not the importance of words.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make an inference and use evidence to support understanding.
Objective	Students will make an inference and use text evidence to support understanding.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Listen to these sentences from the text. "And in our country, our Constitution is by the people, and it tells the Government what it can do. And only those things listed in the Constitution, and nothing else, can Government do. So, in America, it is the people who are in charge. And one day you'll be those people out there voting and creating the Government." Which of the following statements can you infer from Ronald Reagan's speech?
prompt	Select the best answer.
randomize_answer_choices	yes

answer_a	When students get older, they can vote for government leaders.
answer_b	The Constitution tells people what they can and cannot do.
answer_c	The Government is free to make whatever rules it wants.
correct_answer	a
correct_answer_rationale	The speech suggests that when students are older, they can vote to elect government leaders.
incorrect_answer_1	b
incorrect_answer_1_rationale	The Constitution tells the Government what it can and cannot do, not people.
incorrect_answer_2	c
incorrect_answer_2_rationale	The Government is bound by the words of the Constitution. The government cannot make any rules it wants to.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.9.E.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: (E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do.
Objective	Students will recognize the reasons why a person delivers a speech.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students.

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students"
question_stem	What is the most likely reason President Reagan gave this speech?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	to tell students about the importance of democracy
answer_b	to describe how exceptional the United States is
answer_c	to talk about the importance of getting an education
correct_answer	a

correct_answer_rationale	The passage says, <i>“President Ronald Reagan spoke to students across America about the importance of democracy.”</i>
incorrect_answer_1	b
incorrect_answer_1_rationale	President Reagan says that the US is exceptional, but that is not the purpose of the speech.
incorrect_answer_2	c
incorrect_answer_2_rationale	The speech does talk about the importance of getting an education, and that is not its purpose.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.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 read to determine key ideas.
Objective	The student will evaluate details read to determine key ideas.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Read these sentences. "Last week the American people freely elected our government. Some ballots were cast by people who were rich and famous, and others were cast by most ordinary people, but each person had the same, one vote." What idea do these sentences in Ronald Reagan's speech support?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	that each vote is equal
answer_b	that some votes are more important than other votes

answer_c	that most votes were cast by famous people
correct_answer	a
correct_answer_rationale	The sentences emphasize that it doesn't matter who casts a vote, each vote counts the same.
incorrect_answer_1	b
incorrect_answer_1_rationale	The sentences say that it doesn't matter whether the voter is ordinary or famous, each vote counts the same.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text makes no mention of the proportion of voters. The text states that some votes were cast by the rich and famous and others were cast by ordinary people, it does not say that one group cast more votes than another.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.3.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 context within and beyond a sentence to determine the meaning of unfamiliar words.
Objective	The student will use context to determine the meaning of unfamiliar phrases in the real world.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus G2_EOU10_Item14_Audio1	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Listen to this sentence from the speech. "These ballots were cast in secret, and they were counted in the open, not the <i>other way around</i> ." What does President Reagan mean by not the "other way around"?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	in the opposite way
answer_b	in the same way
answer_c	in one way

correct_answer	a
correct_answer_rationale	The phrase “other way around” means a different or opposite way.
incorrect_answer_1	b
incorrect_answer_1_rationale	The phrase shows a contrast, not a similarity. The other way indicates something different.
incorrect_answer_2	c
incorrect_answer_2_rationale	The phrase does not specify one way but a different way.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.3.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 context within and beyond a sentence to determine the meaning of unfamiliar words.
Objective	Students will use context in the text to determine the meaning of multiple meaning words.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Listen to the sentences from the passage. These ballots were <u>cast</u> in secret, and they were counted in the open, not the other way around. What is the meaning of the word <u>cast</u> in this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	recorded
answer_b	given off
answer_c	thrown

correct_answer	a
correct_answer_rationale	The correct answer is “recorded.” When a person votes, their choice is recorded in secret.
incorrect_answer_1	b
incorrect_answer_1_rationale	The word <i>cast</i> sometimes tells about something that is given off, but this is not the meaning of the word in the sentence.
incorrect_answer_2	c
incorrect_answer_2_rationale	The word <i>cast</i> sometimes tells about something that is thrown, but this is not the meaning of the word in the sentence.
scoring	Exact match; 1 point

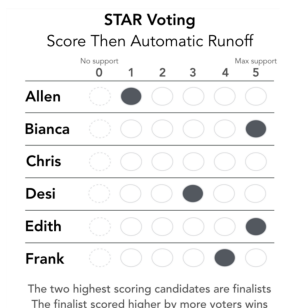


Item #	16
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.6.E Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society.
Objective	Students will make connections to the words in a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	What does the word <u>ballot</u> mean in paragraph 1? Select the image that shows what <u>ballot</u> means.
prompt	<i>Select the correct answer.</i>
randomize_answer_choices	yes

answer_a	<p>A piece of paper used to mark one's vote</p>  <p>https://commons.wikimedia.org/wiki/File:STAR_Voting_sample_ballot.png</p>
answer_b	<p>A card used to get money from a bank</p>  <p>https://www.shutterstock.com/image-photo/hand-inserting-atm-card-into-bank-363549257</p>
answer_c	<p>A screen used to display images for viewing</p>  <p>https://www.shutterstock.com/image-photo/streaming-tv-internet-service-multiple-channels-1641999301</p>
correct_answer	a
correct_answer_rationale	This image shows a portion of an election ballot.
incorrect_answer_1	b
incorrect_answer_1_rationale	This is an image of an ATM machine, not a ballot.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is an image of a large screen showing multiple video feeds, not a ballot.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Fighting for a Cause
TEKS	TEKS 2.3.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 context within and beyond a sentence to determine the meaning of unfamiliar words.
Objective	Students will use context to determine unfamiliar words.
DOK Level	2
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from President Ronald Reagan's remarks to junior high school students

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from President Ronald Reagan's remarks to junior high school students."
question_stem	Listen to this sentence. Now, <u>last week</u> the United States did something so exceptional that people around the world marveled at it. Which answers tell about a time in the <i>past</i> ?
prompt	Select the correct answer for each of the words or phrases below.
column_label_1	Yes
column_label_2	No
question_1	today
question_2	next week
question_3	yesterday
question_4	last month

correct_answer_rationale	today: No next week: No yesterday: Yes last month: Yes
incorrect_answer rationale	Next week is in the future, and today is in the present.
scoring	Partial match; 1 point (.25 each)

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