042724 G2 U2 EOU

Grade	2
Unit/Domain	Ancient Greeks: Life, Tradition, and Goverment
Copyright (original or public domain)	Original
Lexile/Average Grade Level	Unavailable at this time
Word Count	307
Flesch-Kincaid	8.4
Title	The History of Gymnastics in the Olympics
Author	Brent Englar

The History of Gymnastics in the Olympics

(1) If you've ever watched the Summer Olympics, you've probably seen gymnastics. People from all over the world compete in many different sporting events. They tumble, flip, and perform other moves on rings, bars, ropes, and floor mats.

(2) The popularity of gymnastics today is not surprising. The sport has been around for more than 2,000 years. The ancient Greeks developed gymnastics to stay healthy and train athletes and soldiers. They made buildings called gymnasiums where people could learn and practice the sport. Gymnastics was so <u>popular</u> that the ancient Greeks included it in the first Olympic Games. The Olympics were held in a city called Olympia.



Image link not available

(3) In the year 393, a Roman emperor outlawed the Olympic Games. It would be a very long time before gymnastics was widely practiced again.

(4) In the early 1800s, a German teacher helped make gymnastics popular again. He invented new equipment, such as the balance beam and the parallel bars, to help young

people exercise. Gymnasts still use this equipment today. In the late 1800s, the US military began using gymnastics to train soldiers. Then, in 1896, countries around the world held the first modern Olympic Games. The games were held in Athens, Greece, to honor the birthplace of the Olympics. German athletes won the most gymnastics medals that year. Women began to compete in the Olympics gymnastic events in 1928.



https://pixabay.com/photos/gymnastics-gymnast-man-match-90936/

(5) Gymnastics and the Olympics have come a long way since their start in ancient Greece. Today, men and women across the world compete in many different gymnastics events. World-class athletes continue to represent their countries in the Olympics. But children as young as two years old also take gymnastics classes, and many children participate in competitions. As we move further into the 21st century, what new changes do you think might happen to this great sport?



Caption: Mary Lou Retton, from Houston, 1984 Olympic gold medalist

https://cdn.houstonpublicmedia.org/wpcontent/uploads/2023/10/11114012/AP23283788375923-849x1000.jpg

Item #	1
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 text evidence to answer questions about ancient Greek civilization.
DOK Level	1
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the Olympics."
question_stem	Which sentence explains why the sport of gymnastics was created?
prompt	Select the best answer.
answer_a	The ancient Greeks developed gymnastics to stay healthy and train athletes and soldiers.
answer_b	The popularity of gymnastics today is not surprising.
answer_c	The sport has been around for more than 2,000 years.
answer_d	They made buildings called gymnasiums where people could learn and practice the sport.
correct_answer	а
correct_answer_rationale	This sentence explains why the ancient Greeks created gymnastics. They wanted a sport that would help people stay healthy and one that would also help train athletes and soldiers.
incorrect_answer_1	b
incorrect_answer_1_rationale	This sentence is about gymnastics today, not when it was created in ancient Greece.
incorrect answer 2	С

incorrect_answer_2_rationale	This sentence tells how long gymnastics has been around,
	not why it was created.
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence tells why the ancient Greeks built gymnasiums,
	not why they created gymnastics.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 explain details to determine a key idea about
	ancient Greek civilization.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the
	Olympics."
question_stem	Why did ancient people stop practicing gymnastics?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	The sport was no longer included in the Olympic Games.
answer_b	The Greeks changed the types of gymnastics events included in
	the Olympic Games.
answer_c	The Olympics Games were outlawed, so people stopped
	practicing the sport.
correct_answer	С
correct_answer_rationale	The passage states that, after a Roman emperor outlawed the
	games, "It would be a very long time before gymnastics was widely practiced again."
incorrect_answer_1	a
incorrect_answer_1_rationale	According to the passage, the Olympic Games were outlawed.
	This includes all sports, not just gymnastics.
incorrect_answer_2	b
incorrect_answer_2_rationale	Although the passage says that the gymnastics events have
	changed over time, this is not why ancient Greeks stopped

	practicing gymnastics.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 a key idea
	about ancient Greek civilization.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the
	Olympics."
question_stem	What began to make gymnastics popular again in the 1800s?
prompt	Select the best answer.
randomize_answer_choices	yes

answer_a	A German man invented equipment to practice the sport.
	https://pixabay.com/vectors/rings-balance-gym- gymnastics- man-150491/
answer_b	The games were held in Athens, Greece, to honor the
	birthplace of the Olympics.
	https://pixabay.com/vectors/bouli-greece-athens-hellas-
answer_c	<u>6245863/</u> The gymnasts from Greece wanted to travel all over the world.
	https://pixabay.com/vectors/silhouette-athlete-calisthenic- male-3839252/

correct_answer	a
correct_answer_rationale	The passage explains that a German man invented new equipment such as the balance beam so that people could practice. Its popularity took off from there.
incorrect_answer_1	b
incorrect_answer_1_rationale	This detail does not address the question of what began to
	make gymnastics popular again.
incorrect_answer_2	c
incorrect_answer_2_rationale	This detail was not in the passage. The Olympics are held all over the world, but the passage does not address that the Greek gymnasts wanted to travel.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
TEKS	TEKS 2.9.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 graphics to locate and gain information.
Objective	Students will use graphic features such as a map to locate information.
DOK Level	3
Question Type	Hotspot

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the Olympics."
question_stem	On the map, choose the correct location of the ancient Olympics.
prompt	Ancient Greece

	Macedonia EUROPE Mount Olympus Hellespont Aegean Sea PERSIAN EMPIRE Additerranean Sea Salamis Athene Junction Sea Image link not available Select the correct location.
	[Hotspot areas: Olympia, Athens, Mount Olympus, Sparta]
correct answer	[Olympia]
correct answer rationale	The ancient Greeks held the Olympics in the city of Olympia.
incorrect answer 1	Athens
incorrect_answer_1_rationale	Athens was the capital of ancient Greece, but the Olympics were not held there.
incorrect_answer_2	Mount Olympus
incorrect_answer_2_rationale	The Olympics did not take place at Mount Olympus.
incorrect_answer_3	Sparta
incorrect_answer_3_rationale	The Olympics did not take place in Sparta.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 text evidence to support a response about ancient Greek civilization.
DOK Level	2
Question Type	Table Match

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the
	Olympics."
question_stem	Listen to the sentences below and identify which sentences are
	true and which are false.
prompt	Select the correct answer for each statement.
column_label_1	True
column_label_2	False
question_1	Gymnastics is a sport that has been around for more than 2,000
	years.
answer_1	True
question_2	Gymnastics was invented to only train athletes.
answer_2	False
question_3	The Olympics were held on Mount Olympus.
answer_3	False
question_4	In 393, a Roman emperor outlawed the Olympic Games.
answer_4	True
answer_rationale_all	The passage states, "The sport has been around for more than
	2,000 years." It also states that a Roman emperor outlawed
	the games in 393.

all	The text states that it was used for training both athletes and soldiers. No details in the passage support the idea that the Olympics were held on Mt. Olympus.
scoring	Partial match per response; 1 point (.25 each)

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Item #	6
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 the meaning of
	unfamiliar words.
DOK Level	2
Question Type	Multiple choice

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the Olympics."
question_stem	Choose the bold word in this paragraph that means "to enter to try to win an event."
	If you've ever watched the Summer Olympics, you've probably seen gymnastics. People from all over the world compete in many different sporting events. They tumble, flip , and perform other moves on rings, bars, ropes, and floor mats.
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	watched
answer_b	seen
answer_c	compete
answer_d	flip
correct_answer	c
correct_answer_rationale	In this paragraph, <i>compete</i> is a verb that refers to people trying to win gymnastics events.
incorrect answer 1	a

incorrect_answer_1_rationale	The verb watched refers to people looking at something, not
	trying to win something.
incorrect_answer_2	b
incorrect_answer_2_rationale	The verb seen refers to people looking at something, not
	trying to win something.
incorrect_answer_3	d
incorrect_answer_3_rationale	The verb <i>flip</i> refers to a kind of movement that people do in
	gymnastics. It does not suggest that people are trying to win
	something.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 the meaning of
	unfamiliar words.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the
	Olympics."
question_stem	Listen to this sentence from paragraph 2.
	"Gymnastics was so <u>popular</u> that the ancient Greeks included it
	in the first Olympic Games."
	What is the meaning of the word <i>popular</i> ?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Unknown by many
answer_b	Liked or enjoyed by many
answer_c	Important to one person
correct_answer	b
correct_answer_rationale	The word <i>popular</i> describes something that many people like.
incorrect_answer_1	a
incorrect_answer_1_rationale	If something is unknown, it cannot be liked or enjoyed by many
	people.
incorrect_answer_2	C
incorrect_answer_2_rationale	The word <i>popular</i> describes something that many people like.

	If it is only important to one person, it is not popular.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 key details about a text on ancient Greek
	civilization.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The History of Gymnastics in the Olympics

Element	Value
stimulus	Refer to the passage, "The History of Gymnastics in the Olympics."
question_stem	Which sentence is not true about the ancient Olympics?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Men and women came from all around the world to ancient Greece to compete.
answer_b	The ancient competitions were in Olympia, Greece.
answer_c	Gymnastics was very popular at the ancient Olympics.
correct_answer	a
correct _rationale	Men and women come from all over the world to compete in the present-day Olympics.
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage states, "The Olympics were held in a city called Olympia."
incorrect_answer_2	C
incorrect_answer_2_rationale	The passage states, "Gymnastics was so <u>popular</u> that the ancient Greeks included it in the first Olympic Games."
scoring	Exact match; 1 point

Grade	2
Unit/Domain	Ancient Greeks: Life, Tradition, and Government
Copyright (original or public domain)	Original
Lexile/Average Grade Level	Unavailable at this time
Word Count	419
Flesch-Kincaid	5.0
Title	The Trojan Horse
Author	OER K-5 RLA

The Trojan Horse



https://www.shutterstock.com/image-illustration/trojan-horse-on-white-95916187

(1) In Greek mythology, long ago, across the Aegean Sea from Sparta lay a beautiful city along the coast of Turkey called Troy. Troy was ruled by a prince and protected by Trojan warriors. The city was protected by a high wall that completely encircled the city. There were huge wooden gates in the wall. The only way people went in or out was through the gates.

(2) One day, the prince of Troy captured the king of Sparta's wife Helen. The king of Sparta called on all the other Greek city-states to help him. Greek ships from every city-state set sail for Troy.

(3) The Greek warriors tried and tried to breach the wall around Troy. But the wall was high, and the Trojan warriors could defend the city easily. They rained down arrows when the Greek warriors tried to break down the gates or climb the walls.

(4) For a long time, the Greeks tried but failed to get inside. Similarly, the Trojans tried but failed to drive the Greeks away. Then Odysseus, a famous general, had an idea. In those days, it was customary, as a sign of defeat, to leave a peace offering when the army <u>retreated</u>. Odysseus thought they could play a clever trick on the Trojan warriors. They would carve a huge horse as their peace offering. They would hollow out the inside of the horse so that Greek warriors could hide inside.

(5) Odysseus explained his plan and the Greeks all agreed to his idea. It just might work! The sculptors began carving the wood and building the spectacular wooden horse.

(6) When the giant horse was completed, it was set on a rolling base. The Greek warriors climbed inside. The Greeks rolled the horse to the gates of Troy. Then, they went to their ships. The Trojan warriors thought they were sailing away.

(7) The people of Troy cheered, thankful that the battle was finally over. They opened the gates and pulled the horse inside the city. The horse was rolled to the center of the town for everyone to see.

(8) The Greek warriors inside the horse waited for a long time. That night, when all was quiet, the Greek warriors <u>unlocked</u> the hatch door and climbed down. They went to the city gates and opened them wide. The Greek army entered Troy and caught the Trojan warriors completely by surprise!

(9) The Greeks defeated the Trojans. Helen and the king of Sparta were reunited at last!

Item #	9
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
ТЕКЅ	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 text evidence to support a response.
DOK Level	1
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	Based on the information in paragraph 1, what protected the
	city of Troy?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	The Aegean Sea
answer_b	The people of Troy
answer_c	Warriors and a wall
correct_answer	c
correct_answer_rationale	Paragraph 1 states that the warriors and a large wall protected
	the city of Troy.
incorrect_answer_1	a
incorrect_answer_1_rationale	Paragraph 1 provides the location of Troy reference to being
	across the Aegean Sea from Sparta, but it does not state that
	this protected the city.
incorrect_answer_2	b
incorrect_answer_2_rationale	Paragraph 1 does not mention that the people who lived in Troy
	protected the city.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
TEKS	TEKS 2.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Objective	Students will describe and understand plot elements.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	What is the king of Sparta's main problem in the story?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	The prince of Troy captured the king of Sparta's wife Helen.
answer_b	The Greeks tried to get inside the gates of Troy.
answer_c	The Trojans tried to drive the Greeks away.
correct_answer	а
correct_answer_rationale	After Helen is captured, the king of Sparta asks for help and attacks Troy.
incorrect_answer_1	b
incorrect_answer_1_rationale	This sentence describes how the Greeks attacked Troy, not why.
incorrect_answer_2	c
incorrect_answer_2_rationale	This sentence describes what the warriors of Troy did when the
	Greeks attacked, not why the Greeks attacked.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
TEKS	TEKS 2.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Objective	Students will demonstrate understanding of characters and events in a text about ancient Greece.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	How does Odysseus propose to solve the king's problem?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	By suggesting the warriors climb the wall around the city
answer_b	By playing a trick on the Trojans, so they could enter the city
answer_c	By telling everyone to wait and see if things will work out
correct_answer	b
correct_answer_rationale	The passage says Odysseus came up with a plan to trick the
	Trojans by hollowing out a horse, so the warriors could fit
	inside and not be detected.
incorrect_answer_1	a
incorrect_answer_1_rationale	The Greeks tried to climb the wall but with no success. This
	was not a part of his plan.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does not say that Odysseus told everyone to wait

	and see. He proposes a plan of action to get inside the walls of the city.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
TEKS	TEKS 2.3.C
	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: (C) identify the meaning of and use
	words with affixes <i>un-, re-, -ly, -er,</i> and <i>-est</i> (comparative and
	superlative), and -ion/tion/sion.
Objective	Students will demonstrate understanding of a new word formed
	when a known prefix is added to a known word.
DOK Level	1
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	Listen to this sentence from paragraph 8.
	"That night, when all was quiet, the Greek warriors unlocked
	the hatch door and climbed down."
	What does the word <i>unlock</i> mean?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	To lock something again
answer_b	To make a lock stronger
answer_c	To make something not locked
correct_answer	С
correct_answer_rationale	The prefix <i>un</i> – means "not." Therefore, the word <i>unlock</i> means
	"not locked."
incorrect_answer_1	a
incorrect_answer_1_rationale	This is the meaning of the word <i>relock</i> , not <i>unlock</i> .
incorrect_answer_2	b
incorrect_answer_2_rationale	The prefix <i>un</i> – does not refer to strength.

scoring Exact match; 1 point	
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Item #	13
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
TEKS	TEKS 2.3.D Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
Objective	Students will identify and use synonyms in context.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	Listen to this sentence from paragraph 4.
	"In those days, it was customary, as a sign of defeat, to leave a peace offering when the army <u>retreated</u> ."
	What is another word that means the same thing as <u>retreated</u> ?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	withdrew
answer_b	attacked
answer_c	slept
answer_d	sailed
correct_answer	a
correct_answer_rationale	In this sentence, <i>retreated</i> means "withdrew, or left." The army left a peace offering and then withdrew.
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage said that the warriors rolled the horse to the gates and then went to their ships. They withdrew.
incorrect_answer_2	C

incorrect_answer_2_rationale	The story does not indicate that the warriors slept.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although the Greeks sailed away, they withdrew from the city
	gates before they sailed.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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 text evidence to support a response about the
	story.
DOK Level	2
Question Type	Multiple Choice

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	Which sentence describes the Greek warriors when they were
	inside the horse?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	The Greek warriors were patient.
answer_b	The Greek warriors were angry.
answer_c	The Greek warriors were excited.
correct_answer	a
correct _rationale	The passage says that that the "Greek warriors inside the horse
	waited. That night, when all was quiet, the Greek warriors
	unlocked the hatch door and climbed down." They waited
	patiently until the time was right for their attack.
incorrect_answer_2	b
incorrect_answer_2_rationale	The passage doesn't say that the warriors were angry.
incorrect_answer_3	C
incorrect_answer_3_rationale	Although the warriors may have been excited, the passage
	doesn't say that they were.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Ancient Greeks: Life, Tradition, and Government
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.
DOK Level	3
Question Type	Multiple Select

Element	Value
passage_link	
passage_title	The Trojan Horse

Element	Value
stimulus	Refer to the passage, "The Trojan Horse."
question_stem	Which actions helped the Greek warriors defeat the Trojans?
prompt	Select the three correct answers.
randomize_answer_choices	yes
answer_a	The Greek warriors attacked the wall around Troy.
answer_b	The Greek warriors hid in the horse.
answer_c	The Greek warriors retreated to their ships.
answer_d	The Greek warriors waited quietly in the horse.
answer_e	The Greek warriors opened the city gates.
correct_answers	b, d, e
correct_answer_rationale_all	In order to defeat the Trojans, the Greek warriors did several things: hid in the horse, waited until the time was right, opened the city gates. All three actions were necessary to defeat the Trojans.
incorrect_answers	a, c
incorrect_answer_rationale_	Although the Greeks took these actions, these actions did not
all	help them defeat the Trojan warriors.
Scoring	Partial match per response; 1 point (.33 each)

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