042724 G2U6 EOU

Grade	2
Unit/Domain	Insects: All Around
Copyright	Original
Source(s)	https://www.npr.org/2015/08/27/432934935/good-vibrations-key-to-insect-communication http://www.biokids.umich.edu/critters/Gryllidae/ https://www.sciencemag.org/news/2013/06/secret-cicadas-chirp
Lexile/Average Grade Level	Unavailable at this time
Flesch-Kincaid	6.1
Word Count	401
Title	How Do Insects Communicate?
Author (if applicable)	Erin O'Brien

How Do Insects Communicate?

(1) Have you ever listened to music played so loudly you could feel it? Maybe the floor shook, or your heart pounded. This is a bit like how it feels when some insects communicate with each other. People communicate by talking, using facial expressions, and moving. Insects communicate by moving, and in different ways.

(2) A treehopper is a kind of insect that mostly eats sap from trees. Treehoppers communicate with each other by vibrating or shaking very quickly. They usually do this while standing on a branch or stem. When they vibrate, the vibrations pass down the length of the stem. Then, another treehopper feels the vibrations. Imagine a cell phone vibrating on a table. You can sometimes feel the vibration even if you don't hear it. Using special sensors in their feet, treehoppers can understand the communication.

(3) Crickets communicate differently. You may have heard crickets chirping at night. They make this sound by rubbing their wings together.

(4) Many insects can hear details that people can't hear. A cricket can tell if another chirping cricket is the same kind of cricket. Each kind of cricket rubs its wings together at a different speed, which makes a slightly different sound.

https://www.istockphoto.com/photo/brown-cricket-close-up-on-white-background-gm146788903-7089431

(5) However, baby crickets, called nymphs, do not have wings, so they make no sound. They use touch or scent to find each other. The crickets release a chemical called a pheromone, which is a scent message that can be detected by another cricket.

(6) Ants use pheromones, too. They release different scents to show they recognize each other, to mark their territory, or to send an alarm.

(7) Cicadas are among the loudest of insects. You may only sometimes hear them because they spend part of their lives burrowing underground. But they are noisy when they come above ground and sing from the trees! A cicada has two body parts called tymbals, which connect to tiny sections called ribs, which are thinner than a human hair. The cicada uses its muscles to pull in these tymbals and let them go again. One cicada will do this up to 400 times a second! This rapid movement is what causes the unique chirp. Each tymbal works like a speaker. Since each cicada has two speakers, they are quite noisy.

(8) There are thousands of kinds of insects in the world. Each type of insect has a special way to communicate.

https://pixabay.com/photos/cicada-insects-abstract-summer-2398620/

Item #	1
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 describe insects and their habitats.
DOK Level	1
Question Type	multiple choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	Value
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	According to the text, which part of a treehopper's habitat is important for how it communicates?  https://pixabay.com/photos/autumn-leaves-branch-bright-3846345/
prompt	*Select the **best** answer.*
answer_a	leaf
answer_b	branch
answer_c	sky
correct_answer	b
correct_answer_rationale	According to the passage, "Treehoppers communicate to each other by vibrating or shaking very quickly. They usually do this while standing on a branch or stem."
incorrect_answer_1	a
incorrect_answer_rationale 1	The passage does not say if leaves help treehoppers communicate.
incorrect_answer_2	c
Incorrect_answer_rationale 2	The passage does not say if the sky helps treehoppers communicate.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 insects and their habitats.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	Where do cicadas spend part of their lives?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	the sky
answer_b	underground
answer_c	in water
correct_answer	b
correct_answer_rationale	According to the passage, " You may only sometimes hear them because they spend part of their lives burrowing underground."
incorrect_answer_1	a
incorrect_answer_1_ rationale	Although cicadas have wings and can fly, they do not spend part of their lives in the sky.
incorrect_answer_2	c
incorrect_answer_2_ rationale	The passage does not mention anything about cicadas living in water.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 explain how insects communicate at different stages of their lives.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	Adult crickets communicate by rubbing their wings together. How do baby crickets communicate?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	by rubbing their wings together
answer_b	with vibrations
answer_c	using scent messages
correct_answer	c
correct_answer_rationale	According to the passage, baby crickets "do not have wings, so they make no sound. They use touch or scent to find each other."
incorrect_answer_1	a
incorrect_answer_1_ rationale	According to the passage, baby crickets do not have wings.
incorrect_answer_2	b
incorrect_answer_2_ rationale	Treehoppers communicate using vibrations. The passage does not mention that baby crickets communicate this way.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	TEKS 2.7.D Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell and paraphrase texts in ways that maintain meaning and logical order.
Objective	Students will retell a sequence of events to describe insect behaviors.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	Cicadas spend part of their lives underground. What do cicadas do when they come above ground?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	burrow into trees
answer_b	make scent messages
answer_c	make noise
correct_answer	c
correct_answer_rationale	According to the passage, cicadas are noisy when they come above ground.
incorrect_answer_1	a
incorrect_answer_1_ rationale	Cicadas burrow underground, not into trees.
incorrect_answer_2	b
incorrect_answer_2_ rationale	Other insects communicate with pheromones but not cicadas.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 graphics to locate information about how different insects communicate with each other.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	Value
stimulus	Refer to the passage, “How Do Insects Communicate?”
question_stem	Which part of the picture shows what crickets use to make noise?  https://www.istockphoto.com/photo/brown-cricket-close-up- on-white-background-gm146788903-7089431
prompt	*Select the **best** answer.*
answer_a	Crickets use their wings to make noise.
answer_b	Crickets use their front legs to make noise.
answer_c	Crickets use their head to make noise.
correct_answer	a
correct_answer_rationale	Crickets rub their wings together to make sound.
Incorrect_answer_1	b
incorrect_answer_1_ rationale	Crickets do not use their legs to make sounds.
incorrect_answer_2	c
incorrect_answer_2_ rationale	Crickets do not use their head or mouth to make sounds.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 explain how different insects communicate with each other.
DOK Level	2
Question Type	Table Match

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, “How Do Insects Communicate?”
question Stem	Select the **correct** answer for each of the statements below.
prompt	*Choose Yes or choose No.*
column_label_1	Yes
column_label_2	No
question_1	Cicadas make a loud noise.
answer_1	Yes
question_2	A cicada rubs its wings together to make a sound.
answer_2	No
question_3	Cicadas have parts called tymbal that are used to make sounds.
answer_3	Yes
question_4	Baby crickets use touch and scent to communicate.
answer_4	Yes
question_5	Ants communicate with sound.
answer_5	No
correct _answer_rationale	The passage is about the different ways insects communicate. Crickets rub their wings together to chirp. Some crickets, as well as ants, use touch and scent to communicate. Cicadas have body parts called tymbals that they use to make a very loud sound.
Scoring	Partial match per response; 1 point (.2 each)

Item #	7
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 multiple-meaning words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, “How Do Insects Communicate?”
question_stem	Listen to these sentences from the passage: Cicadas are among the loudest of insects. You may only sometimes hear them because they spend part of their lives burrowing underground. Which is the best definition for the word spend in the sentence?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	use money
answer_b	pass time
answer_c	waste
correct_answer	b
correct_answer_rationale	Cicadas spend part of their lives underground, meaning they pass time underground.
incorrect_answer_1	a
incorrect_answer_1_ rationale	*Spend* can refer to using money, but that is not what the word *spend* means in this sentence.
incorrect_answer_2	c
incorrect_answer_2_ rationale	The time that cicadas spend underground is important, so this is not the best definition of the word *spend*.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 clues to understand content specific vocabulary.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, “How Do Insects Communicate?”
question_stem	Listen to this sentence from paragraph 7. “Each tymbal works like a speaker.” What does the word tymbal mean in paragraph 7?
prompt	*Select the **best** answer.*
randomize_answer_ choices	yes
answer_a	something that makes music
answer_b	something an insect talks into
answer_c	something that plays sound
correct_answer	c
correct_answer_rationale	The tymbal is like a speaker in that it plays sound.
incorrect_answer_1	a
incorrect_answer_1_ rationale	Although a person who speaks can be called a speaker, that is not what the word means in this sentence.
incorrect_answer_2	b
incorrect_answer_2_ rationale	This definition refers to a microphone, not a speaker.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 *un-, re-, -ly, -er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.
Objective	Students will identify the meaning of a word using the known root.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	Listen to the following sentence. Treehoppers communicate using vibrations. Using what you know about the word vibrate, what is the best definition of the word vibrations?
prompt	*Select the **best** answer.*
answer_a	shaking motions
answer_b	to shake
answer_c	loud sounds
correct_answer	a
correct_answer_rationale	*Vibrate* is a verb that means "to shake." *Vibrations* is a noun that means "shaking motions."
incorrect_answer_1	b
incorrect_answer_1_ rationale	The word *vibrate* is a verb that means "to shake," but this is not the meaning of the word *vibrations*.
incorrect_answer_2	c
incorrect_answer_2_ rationale	
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 *un-, re-, -ly, -er,* and *-est* (comparative and superlative), and *-ion/tion/sion.*
Objective	Students will identify the meaning of a word using its root.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	Listen to this message from the passage. There are many different types of insect communication. Using what you know about the word communicate, what is the best definition of the word communication?
prompt	*Select the **best** answer.*
answer_a	a place to live
answer_b	to speak or talk
answer_c	a way to share information
correct_answer	c
correct_answer_rationale	*Communicate* is a verb that means "to exchange ideas." *Communication* is a noun that means "a way to share information."
incorrect_answer_1	a
incorrect_answer_1_ rationale	Insects have many different places to live. However, this is not the correct definition for *communication*.
incorrect_answer_2	b
incorrect_answer_2_ rationale	The word *communicate* is a verb that means "to speak, talk, or exchange information." But this is not the best definition for the word *communication*.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 *un-, re-, -ly, -er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.
Objective	Students will identify the meaning of a word using its root.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	**Value**
stimulus	Refer to the passage, "How Do Insects Communicate?"
question_stem	Listen to the following sentence from the passage. Treehoppers communicate with each other by vibrating or shaking very quickly. What does the word quickly describe in this sentence?
prompt	*Select the **best** answer.*
answer_a	how a treehopper vibrates to communicate
answer_b	how a treehopper eats to survive
answer_c	how cricket chirps to make noise
correct_answer	a
correct_answer_rationale	In the sentence the word quickly is an adverb describes how a treehopper vibrates to communicate.
incorrect_answer_1	b
incorrect_answer_1_ rationale	This sentence is not describing how a tree hopper eats.
incorrect_answer_2	c
incorrect_answer_2_ rationale	The sentence is not about how the cricket chirps.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 unknown words.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	How Do Insects Communicate?

QUESTION

Element	Value
stimulus	Refer to the passage, “How Do Insects Communicate?”
question_stem	According to the passage, cicadas use rapid movement to make a loud sound. Which sentence describes another animal doing something in a rapid way?
prompt	*Select the best answer.*
randomize_answer_ choices	yes
answer_a	The lizard slept on a branch.
answer_b	The owl stood completely still.
answer_c	The hummingbird flapped its wings very fast.
correct_answer	c
correct _answer_rationale	A hummingbird flies by rapidly moving its wings. Rapid is a word that means “very fast.”
incorrect_answer_1	a
incorrect_answer_1_ rationale	This is not an example of rapid movement.
incorrect_answer_2	b
incorrect_answer_2_ rationale	This is not an example of rapid movement.
scoring	Exact match; 1 point

Grade	2
Unit/Domain	Insects: All Around
Copyright	Original
Source(s)	https://www.ck12.org/biology/importance-of-insects/lesson/Importance-of-Insects-MS-LS/ https://www.westernexterminator.com/occasional-invaders/understanding-the-house-centipede/ https://www.nrdc.org/stories/buzz-about-colony-collapse-disorder?gclid=Cj0KCQjw7sDlBRC9ARIsAD-pDFoBq7TxAxjkQBJl6h0ValZMECc3Nl6K5Iv7W3EtDFLboJNtoI5QTvgaAk9REALw_wcB
Lexile/Average Grade Level	Unavailable at this time
Flesch-Kincaid	6.0
Word Count	338
Title	Insect Helpers and Pests
Author (if applicable)	Erin O'Brien

Insect Helpers and Pests

(1) Insects are everywhere! Some, like the Arctic wooly bear moth, live in very cold places. Many live in very warm places. You may have noticed that you see more insects in the summer. It's good that insects are everywhere because they help the environment and humans in many ways.

(2) How do insects help? Tiny ants digging tunnels underground help aerate the soil. This means that air can get into the ground and the roots of plants can grow deeper, and the plants can grow bigger.

https://pixabay.com/photos/ant-insect-macro-animal-ant-hill-1350089/

(3) Bees pollinate flowers bringing pollen from one flower to another. This helps flowers produce seeds to make more plants!

(4) Insects also eat other insects which helps plants, flowers, and people by keeping pests away. Praying mantises, for example, are very helpful to gardeners. They use camouflage and elongated arms to grab their prey by surprise. They eat garden pests like crickets and grasshoppers.

(5) Other insects, like some beetles, eat dead plants and trees and help break them down into the soil so that new plants can grow.

(6) Did you know that some people eat insects? People use insects in traditional meals in some parts of Africa, Asia, Australia, the Americas, and New Zealand. Insects like crickets, ants, and grasshoppers are good sources of protein.

(7) Of course, not everything that insects do is helpful to humans. You know this if you've ever been stung by a bee or bitten by a mosquito. Some insects can also spread diseases to people and animals. Termites can cause real damage to homes by chewing through wood. Insects that cause trouble for humans are considered pests.

(8) Pesticides are insect poisons. Pesticides are sometimes used to protect fruit and vegetable crops but may have negative consequences. These pesticides can kill bees, for example. We know that bees are very important to our environment. Because they pollinate plants, we need bees to help plants grow.

(9) So, think twice the next time you see an insect. What may be a pest for you may be necessary for another living thing.

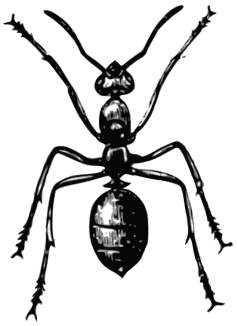
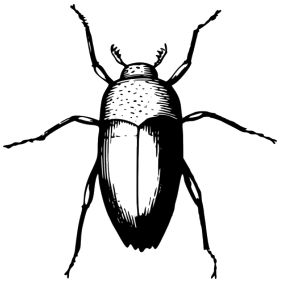
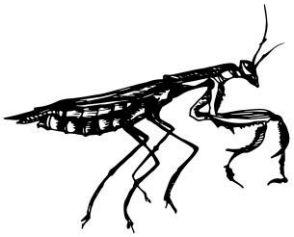
https://pixabay.com/photos/bee-flower-pollen-color-blue-191629/

Item #	13
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 an insect that helps humans.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	Insect Helpers and Pests

QUESTION

Element	**Value**
stimulus	Refer to the passage “Insect Helpers and Pests.”
question_stem	Which insect is helpful to humans because it eats other insects?
prompt	*Select the **best** answer.*
randomize_answer_choices	yes
answer_a	ant  https://pixabay.com/vectors/ant-bug-insect-termite-159756/
answer_b	beetle  https://pixabay.com/vectors/animal-beetle-bug-insect-_2029705/
answer_c	praying mantis  https://www.istockphoto.com/vector/mantis-icon-gm1399378309-453260612

correct_answer	c
correct_answer_rationale	The correct answer is “house centipede.” According to the passage, “the house centipede is like a tiny exterminator. It eats insect pests.”
incorrect_answer_1	a
incorrect_answer_1_ rationale	Ants dig tunnels underground, but the passage does not say whether or not they eat other insects.
incorrect_answer_2	b
incorrect_answer_2_ rationale	Beetles eat plants and trees, but the passage does not say whether or not they eat other insects.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 identify text evidence that describes how insects help humans.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	Insect Helpers and Pests

QUESTION

Element	**Value**
stimulus	Refer to the passage “Insect Helpers and Pests.”
question_stem	Select the text evidence that shows how insects help humans.
prompt	*Choose the correct answer choice*
answer_a	*“Tiny ants diffing tunnels underground help aerate the soil.”*
answer_b	*“Some, like the Arctic wooly bear moth, live in very cold places.”*
answer_c	*“Praying mantises, for example, are very helpful to gardeners.”*
answer_d	*So, think twice next time you see an insect.”*
correct_answer	c
correct_answer_rationale	The statement from the passage describes how praying mantises help gardeners.
incorrect_answer_1	a
incorrect_answer_1 rationale	When ants aerate the soil, they help their environment.
incorrect_answer_2	b
incorrect_answer_2_rationale	This statement from the passage is not related to how moths help humans
incorrect_answer_3	d
incorrect_answer_3_rationale	*This statement from the passage is not related to insects helping humans*
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Insects: All Around
Standard	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 explain the behaviors of an insect.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	**Value**
passage_link	
passage_title	Insect Helpers and Pests

QUESTION

Element	**Value**
stimulus	Refer to the passage “Insect Helpers and Pests.”
question_stem	According to the text, how is a praying mantis helpful to a gardener?
prompt	Select the ***best*** answer.
answer_a	*You know this if you’ve ever been stung by a bee or bitten by a mosquito.*
answer_b	*We know that bees are very important to our environment.*
answer_c	*They eat garden pests like crickets and grasshoppers.*
answer_d	*Insects like crickets, ants, and grasshoppers are good sources of protein.*
correct_answer	c
correct_answer_rationale	The praying mantis helps gardeners by eating garden pets that may eat plants and flowers, thus helping the gardener.
incorrect_answer_1	a
incorrect_answer_ rationale_1	Being stung or bitten by an insect does not provide evidence that the praying mantis is helpful to gardeners.
incorrect_answer_2	b
incorrect_answer_ rationale_2	This detail is about how bees are very important to the environment and not about the benefits of the praying mantis.
incorrect_answer_3	d
incorrect_answer_ rationale_3	This detail is about other insects but not about the praying mantis.
scoring	Exact match; 1 point

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