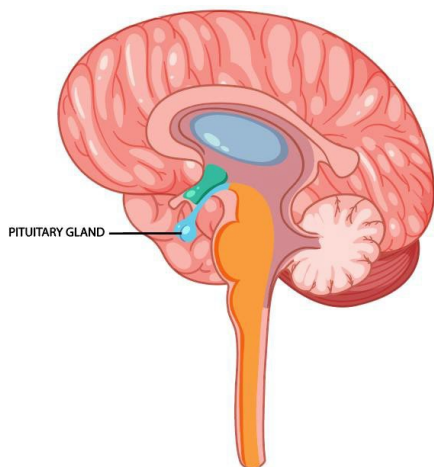


Grade	2
Unit/Domain	The Human Body: Building Blocks and Nutrition
Copyright (Original or Public Domain)	Original
Lexile/Average Grade Level	Unavailable at this time.
Word Count	387
Flesch-Kincaid	7.3
Title	The Endocrine System
Author	Greta Gard

The Endocrine System

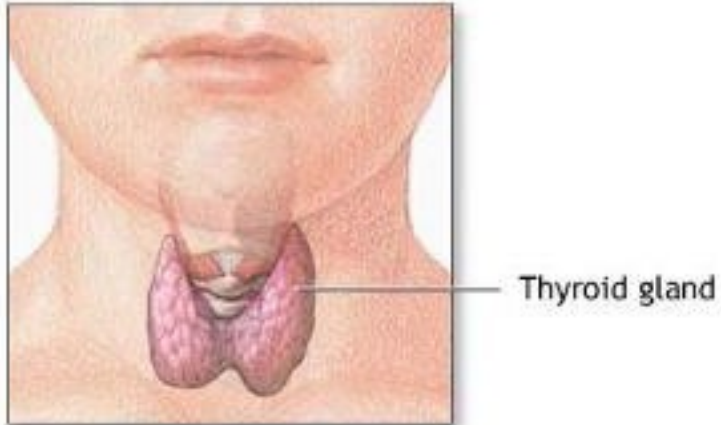
(1) The human body goes through changes over the course of a lifetime. These changes happen, in part, because the endocrine system sends messages to the body's cells and organs. The endocrine system is made up of glands called endocrine glands. Glands are groups of cells that make substances like saliva and sweat. Instead of sweat or saliva, endocrine glands make chemicals called hormones. The hormones travel through your body carrying important chemical messages about growing, using energy, and reacting to stress.

(2) The glands of the endocrine system are found throughout your body. They work together to keep the body running smoothly. Just under the brain, in the middle of the head is an important endocrine gland called the pituitary gland. The pituitary gland is about the size of a pea. Although it is tiny, it has a big job. It makes hormones that tell the body when it is time to grow. The pituitary gland is the master endocrine gland because it also makes hormones that tell the other endocrine glands what to do.



No image link available

(3) Some of the hormones made by the pituitary gland carry messages to the thyroid gland. This is an endocrine gland at the front of the neck. The thyroid gland is shaped like a butterfly or a bow tie. When hormones from the pituitary gland reach the thyroid gland, they tell it to make thyroid hormones. The thyroid gland helps you feel your best. It ensures you have enough energy to get through your day by telling your body how quickly or how slowly to change the food you eat into energy. If your body does not have enough thyroid hormones, the pituitary gland will tell your thyroid gland to make more.



<https://commons.wikimedia.org/wiki/Category:Thyroid#/media/File:Thyroide.jpg>

(4) Like the thyroid gland, the adrenal glands, located above the kidneys, are controlled by hormones from the pituitary gland. The adrenal glands make hormones when they receive a message from the pituitary gland. One of the hormones they make is adrenaline, which helps you face stressful or scary situations. If you feel scared, the adrenal glands make more adrenaline. Adrenaline helps you move faster or run farther than you normally could.

(5) Next time you feel full of energy or notice that you have grown an inch, you'll know your endocrine system is hard at work—and your body has received the message!

Item #	1
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 a central idea in a text about the human body.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	What is the central idea of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	The thyroid gland helps you feel your best by giving you energy.
answer_b	The pituitary gland makes hormones to send messages to other glands.
answer_c	The endocrine system is made up of glands that work together to keep your body running smoothly.
correct_answer	c
correct_answer_rationale	The central idea of the passage is about how the endocrine system is made up of glands that work together to keep your body running smoothly.
incorrect_answer_1	a
incorrect_answer_1_rationale	The thyroid gland is key to helping the body get energy.

	However, the thyroid gland is not the main topic of this passage.
incorrect_answer_2	b
incorrect_answer_2_rationale	The information about the pituitary gland contains details that support the main topic but is not itself the main topic.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
TEKS	TEKS 2.10.A Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) discuss the author's purpose for writing text.
Objective	Students will identify the author's purpose for writing a text about the human body.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	What is the most likely reason the author wrote this text?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	to explain what parts of the endocrine system do
answer_b	to tell a story about how the endocrine system works
answer_c	to persuade readers that the endocrine system is important
correct_answer	a
correct_answer_rationale	The passage explains what different parts of the endocrine system do, so this was the author's purpose.
incorrect_answer_1	b
Incorrect_answer_1_rationale	There is no story in the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	The author does include information about important parts of the endocrine system. However, the author does not focus on making and supporting claims about the endocrine

	system, so this is not a persuasive passage.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 identify parts of the human body using evidence from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	Where in the body is the thyroid gland located?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	In the brain
answer_b	In the neck
answer_c	By the kidneys
correct_answer	b
correct_answer_rationale	The thyroid is located in a person's neck.
incorrect_answer_1	a
incorrect_answer_1_rationale	The thyroid gland is not located in the brain.
incorrect_answer_2	c
incorrect_answer_2_rationale	The thyroid gland is not located by the kidneys.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 identify parts of the human body using text evidence.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	Which part of the brain makes hormones that tell the body when to grow?
prompt	<i>Select the correct part of the brain.</i>
answer_a	the front of the brain
answer_b	the pituitary gland
answer_c	the back of the brain
correct_answer(key)	b
correct_answer_rationale	The pituitary gland is located in the bottom of the brain. It makes hormones that tell the body when to grow.
incorrect_answer_1	a
incorrect_answer_1_rationale	The pituitary gland is not located in the front of the brain.
incorrect_answer_2	c
incorrect_answer_2_rationale	The pituitary gland is not located in the back of the brain.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 determine key ideas of a text about the human body.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	What key idea do the details in the text support?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	how different parts of the endocrine system cause the body to change and grow
answer_b	how to have enough energy to get through your day
answer_c	which part of the endocrine system plays the most important role in the body
correct_answer	a
correct_answer_rationale	The correct answer is "how different parts of the endocrine system cause the body to change and grow." The text focuses on the pituitary gland, thyroid gland, and adrenal glands.
incorrect_answer_1	b
Incorrect_answer_1_rationale	The passage does mention the thyroid's role in making energy, but it is not a key idea.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does identify several "important" parts of the

	endocrine system, but the text does not claim that one part is the “most important.”
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
TEKS	TEKS 2.11.D.v Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey place.
Objective	Students will use adverbs to modify verbs.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	The word <i>quick</i> is an adjective. Use the adverb form of <i>quick</i> to complete the following sentence about part of the endocrine system. The adrenal glands help scared people move -
prompt	Select the best answer.
answer_a	quickly
answer_b	fast
answer_c	quick
answer_d	faster
correct_answer	a
correct_answer_rationale	The use of quickly is the correct word, as it is an adverb that describes "how".
incorrect_answer_1	b
incorrect_answer_1_rationale	<i>Fast</i> is an adjective. An adverb should go in this blank.
incorrect_answer_2	c
incorrect_answer_2_rationale	<i>Quick</i> is an adjective. An adverb should go in this blank.
incorrect_answer_3	d

incorrect_answer_3_rationale	<i>Faster</i> is an adjective. An adverb should go in this blank.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
TEKS	TEKS 2.11.D.v Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey place.
Objective	Students will use adverbs to modify verbs.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	Which sentence correctly uses an adverb?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	A healthily endocrine system helps you grow.
answer_b	The endocrine system helps you grow healthily.
answer_c	An endocrine system is the cause of healthily growth.
correct_answer	b
correct_answer_rationale	The correct answer is "The endocrine system helps you grow healthily." <i>Healthily</i> is an adverb, so it should modify a verb such as <i>grow</i> .
incorrect_answer_1	a
Incorrect_answer_1_rationale	<i>Healthily</i> is an adverb, so it should modify a verb, not a noun phrase such as <i>endocrine system</i> .
incorrect_answer_2	c
incorrect_answer_2_rationale	<i>Healthily</i> is an adverb, so it should modify a verb, not a noun such as <i>growth</i> .
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	What does the word <u>gland</u> mean in paragraph 1?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a group of cells that make substances like sweat or saliva
answer_b	a system that sends messages to the body's cells and organs
answer_c	a chemical in the body that sends a message
correct_answer	a
correct_answer_rationale	The correct answer is "a group of cells that make substances like saliva or sweat."
incorrect_answer_1	b
Incorrect_answer_1_rationale	This describes the endocrine system, which is made up of glands.
incorrect_answer_2	c
incorrect_answer_2_rationale	Hormones are made by glands. They are not glands.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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

PASSAGE

Element	Value
passage_link	
passage_title	The Endocrine System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Endocrine System."
question_stem	What does the word <u>ensure</u> mean in paragraph 3?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	block
answer_b	guarantee
answer_c	energy
correct_answer	b
correct_answer_rationale	The correct answer is <i>guarantee</i> . Guarantee means something that is assured or promised.
incorrect_answer_1	a
Incorrect_answer_1_rationale	Block means to prevent something and is the opposite for guarantee. The thyroid does not block energy.
incorrect_answer_2	c
incorrect_answer_2_rationale	The thyroid helps turn food into energy, but energy does not mean the same thing as ensure.
scoring	Exact match; 1 point

Grade	2
Unit/Domain	The Human Body
Copyright (Original or Public Domain)	Original
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	4.5
Word Count	395
Title	The Immune System
Author	Greta Gard

The Immune System

[1] Your body is made up of many systems that work together to keep you strong and healthy. Fighting the germs that cause disease is the job of your immune system. The word *immune* means “protected.” The immune system is made up of cells, tissues, and organs that protect you from disease.

[2] Your skin is an important part of your immune system. It keeps germs from getting inside your body. Tears, mucus, and saliva also help keep germs out of your body. But it is impossible to keep all germs out of your body. So, what happens when germs get in? Your immune system is designed to quickly recognize and fight germs that do not belong in the body. When unfamiliar germs enter the body, white blood cells begin to attack them.

[3] Many of your white blood cells are made in bone marrow, the soft centers of your bones. They travel through your body’s blood and lymph. Lymph is a fluid that moves around the body, carrying white blood cells to areas where there are germs. As it moves around your body, lymph travels through small, round lumps of tissue called lymph nodes. Lymph nodes are full of white blood cells. They work to trap and kill germs. You have lymph nodes throughout your body, including in your neck, in your armpits, and behind your knees. You may notice that lymph nodes get bigger when you get sick. This is normal. It means that your immune system is working.

[4] Another important part of the immune system is an organ called the spleen. The spleen is about the size of a fist. It is found in the top-left side of your belly. Like lymph nodes, the spleen is filled with white blood cells. The spleen’s job is to trap germs found in your blood. When germs are trapped, the spleen makes white blood cells to destroy them.

[5] When it destroys a germ, your immune system also learns to recognize it. If the same germ gets into your body again, it will be easier to fight.

[6] Your immune system works to keep you protected from many kinds of germs. It can keep you from getting sick and help you get better faster when you do get sick. You can help your immune system do its job by regularly washing your hands, eating healthy foods, and getting enough rest.



<https://pixabay.com/photos/hygiene-child-hand-washing-2945807/>

Item #	10
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 identify the main topic from a text about the human body.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	What is the central idea of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	The spleen is responsible for making white blood cells, and it is a complicated process
answer_b	It is very important to wash your hands
answer_c	Different parts of the body make up the immune system, which helps protect the body from germs
correct_answer	c
correct_answer_rationale	This passage is mainly about the immune system, which protects the body from disease by fighting germs.
incorrect_answer_1	a
Incorrect_answer_1_rationale	The spleen and white blood cells are part of the body's immune system, but they are not the main topic of the

	passage.
incorrect_answer_2	b
incorrect_answer_2_rationale	This is a detail from the final paragraph that supports the main topic; it is not itself the main topic.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 identify the focus of specific paragraphs within a text about the human body.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	Listen to paragraph 4 of the passage "The Immune System": "Another important part of the immune system is an organ called the spleen. The spleen is about the size of a fist. It is found in the top-left side of your belly. Like lymph nodes, the spleen is filled with white blood cells. The spleen's job is to trap germs found in your blood. When germs are trapped, the spleen makes white blood cells to destroy them." Which of the following sentences is the topic sentence of this paragraph?
prompt	Select the best answer.
answer_a	The spleen is about the size of a fist.
answer_b	Like lymph nodes, the spleen is filled with while blood cells.
answer_c	Another important part of the immune system is an organ called the spleen.
correct_answer	c
correct_answer_rationale	All the sentences in the paragraph describe the spleen and its

	importance, so this is the paragraph's topic sentence.
incorrect_answer_1	a
Incorrect_answer_1_rationale	This is a detail that describes the main topic of the paragraph, but it is not the topic sentence.
incorrect_answer_2	b
incorrect_answer_2_rationale	This is a detail that describes the main topic of the paragraph, but it is not the topic sentence.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 key idea of a paragraph about the human body.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	What detail in paragraph 4 supports the idea that the lymph nodes are an important part of the immune system?
prompt	Select the correct answer.
answer_a	They work to trap and kill germs.
answer_b	It means your immune system is working.
answer_c	Many of your white blood cells are made in bone marrow, the soft centers of your bones.
answer_d	This is normal.
correct_answer	a
correct_answer_rationale	The lymph nodes work and trap germs as an immune response, which supports the idea that it is an important part of the immune system.
incorrect_answer_1	b
incorrect_answer_rationale_1	This detail is about the immune system working, but not directly about the role of the lymph nodes as an essential part of the immune system.
incorrect_answer_2	c

Incorrect_answer_rationale_2	This detail explains what white blood cells are made of. The lymph system carries white blood cells to areas where there are germs, but the idea that lymph nodes are important is not supported in this sentence.
incorrect_answer_3	d
incorrect_answer_rationale_3	This detail explains that enlarged lymph nodes are normal but does not provide evidence for why these are important to the immune system.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 human body.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	According to the text, what is the job of the spleen?
prompt	<i>Select the best answer.</i>
answer_a	traps germs in the blood
answer_b	moves blood around your body
answer_c	attacks white blood cells
correct_answer	a
correct_answer_rationale	The spleen's job is to trap germs in the blood.
incorrect_answer_1	b
incorrect_answer_1_rationale	The spleen is an organ and does not move blood around the body. The passage states that lymph fluid moves around the body, not the spleen.
incorrect_answer_2	c
incorrect_answer_2_rationale	The spleen makes white blood cells but does not attack them.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 recall a detail from the text about the human body.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	According to the text, where are the white blood cells made?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	skin
answer_b	bone marrow
correct_answer	b
correct_answer_rationale	The text states that white blood cells are made in bone marrow.
incorrect_answer	a
incorrect_answer_rationale	The skin is an important part of the immune system, but it is not where white blood cells are made.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 key idea in a text about the human body.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
stem	The passage explains that many systems in your body work together to keep us healthy. What evidence supports this statement?
prompt	Select TWO correct answers.
answer_a	The immune system fights germs that cause disease.
answer_b	Skin keeps germs from getting inside your body.
answer_c	The immune system is made up of cells, tissues, and organs.
answer_d	White blood cells attack germs that get in the body.
correct_answers	b, d
correct_answer_rationale	Both skin and white blood cells work to keep us healthy.
incorrect_answer_1	a
incorrect_answer_rationale_1	While this statement is true, it does not explain a way in which the body works together to keep us healthy.
incorrect_answer_2	c
incorrect_answer_rationale_2	While this statement is true, it does not explain a way in which the body works together to keep us healthy.
scoring	Partial match per response; 1 point (0.5 each)

Item #	16
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
TEKS	TEKS 2.11.D.v Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey place.
Objective	Students will use adverbs to modify verbs.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	Use an adverb to complete the following sentence about the immune system. When your immune system is healthy, it fights germs -
prompt	<i>Select the best answer.</i>
answer_a	loudly
answer_b	slowly
answer_c	quickly
correct_answer	c
correct_answer_rationale	The passage says "Your immune system is designed to quickly recognize and fight germs that do not belong in the body. When unfamiliar germs enter the body, white blood cells begin to attack them."
incorrect_answer_1	a
incorrect_answer_rationale_1	<i>Loudly</i> is an adverb that describes volume. It makes no sense in the sentence.
incorrect_answer_2	b
incorrect_answer_rationale_2	The passage says that the immune system acts quickly, not slowly.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	What is the meaning of <u>germs</u> in paragraph 1?
prompt	<i>Select the best answer.</i>
Randomize_answer_choices	yes
answer_a	systems to keep you strong and healthy
answer_b	things that make people sick
answer_c	organs that help keep people healthy
correct_answer	b
correct_answer_rationale	The correct answer is "things that make people sick." The passage describes how germs get inside your body, and it states that germs "cause disease."
incorrect_answer_1	a
Incorrect_answer_1_rationale	A germ is not a system that keeps you strong and healthy. That is the immune system.
incorrect_answer_2	c
incorrect_answer_2_rationale	Germs are found in the body sometimes, but they are not organs, and they do not keep people healthy.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	What does the term <u>white blood cell</u> mean in paragraph 2?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	the soft center of a bone
answer_b	a fluid that moves through the body
answer_c	something small that helps fight disease
correct_answer	c
correct_answer_rationale	The correct answer is "something small that helps fight disease." According to the passage, "When unfamiliar germs enter the body, white blood cells begin to attack them."
incorrect_answer_1	a
Incorrect_answer_1_rationale	The soft center of bones is called bone marrow. Bone marrow makes white blood cells, but it is not itself a white blood cell.
incorrect_answer_2	b
incorrect_answer_2_rationale	Lymph is a fluid that moves through the body. Lymph carries white blood cells, but it is not itself a white blood cell.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Building Blocks and Nutrition
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 determine the meaning of words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Immune System

QUESTION

Element	Value
stimulus	Refer to the passage, "The Immune System."
question_stem	What does the word protected mean in paragraph 6?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	to be kept safe
answer_b	to be opened
answer_c	to cause to get sick
correct_answer	a
correct_answer_rationale	Protected means the same thing as being kept safe. The immune system protects or keeps us safe from many types of germs.
incorrect_answer_1	b
Incorrect_answer_1_rationale	To be opened would be the opposite of protected. This would mean the body is open for germs to enter, which would make people sick.
incorrect_answer_2	c
incorrect_answer_2_rationale	When the body is protected from germs, it is prevented from becoming sick. The use of protected does not mean to cause sickness because it means to "to keep safe".
scoring	Exact match; 1 point

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