

Grade	2
Unit/Domain	A Land of Opportunity
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Lexile/Average Grade Level	
Flesch-Kincaid	6.2
Word Count	326
Title	Opportunities in New Orleans, Louisiana
Author (if applicable)	OER K-5 RLA

Opportunities in New Orleans, Louisiana

(1) The United States has long attracted people from all over the world. *Immigrants* are people who come to live in a new country. There are many reasons people come to live in the United States. But one reason is common. They come to the United States to start a new life.

(2) Honduras is a country in Central America. The first Hondurans came to the U.S. in the late 1800s and early 1900s. Some settled in big cities like Chicago to study at universities. Many also settled in New Orleans.

(3) In the early 1900s, two major fruit companies chose New Orleans as their base. These companies brought bananas to the United States. They shipped bananas from their enormous farms in Honduras. The companies also created jobs for Honduran immigrants who could speak both Spanish and English.



<https://pixabay.com/photos/bananas-banana-shrub-fruits-yellow-504478/>

(4) When people move to a new place, many things do not match things at home. People hear a new language, places look different, and much of the food is not the same. Even the weather may be a big change. And, of course, many people who move to a new place often miss family and friends back in their home country.

(5) Often, immigrants will live in the same area of a new city. Along with their new life, they want some things they are used to. Some people open businesses that sell things from their home country. For example, you can find vendors selling Honduran foods in New Orleans. A music store features Latin music. Groups organize lessons in Honduran dances. People practice Honduran crafts with cloth and paper. People hold celebrations on dates important to Honduran history.

(6) Immigrants from Honduras are an important part of New Orleans. Their neighborhoods and activities have become part of the New Orleans culture. They are there for all to experience. Immigrants contribute to the cultures of cities across the U.S. In this way, immigrants help shape American culture.



Image Link Not Available

Item #	1
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
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 paraphrase a text about immigration to maintain logical order.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	What is the passage mostly about?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	how Hondurans helped shape New Orleans, Louisiana
answer_b	the climate of New Orleans
answer_c	the effects of fruit companies on Hondurans in New Orleans
correct_answer	a
correct_answer_rationale	The correct answer is "how Hondurans helped shape New Orleans, Louisiana." The passage explains one reason why early immigrants came, as well as how Hondurans have added to the culture of New Orleans.
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage does not discuss or explain the climate of New Orleans.
incorrect_answer_2	c

incorrect_answer_2_rationale	The passage does explain the effects of fruit companies in New Orleans on Honduran immigration, but this is not what the whole passage is about.
scoring	Exact match, 1 point

Item #	2
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
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 in a paragraph.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Listen to the third paragraph from the passage. (3) In the early 1900s, two major fruit companies chose New Orleans as their base. These companies brought bananas to the United States. They shipped bananas from their enormous farms in Honduras. The companies also created job for Honduran immigrants who could speak both Spanish and English. What key idea is supported by the details in this paragraph?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Fruit companies created jobs for Honduran people.
answer_b	Fruit companies shipped bananas to Spain.
answer_c	The people of New Orleans like to eat bananas.
correct_answer	a
correct_answer_rationale	The correct answer is "Fruit companies created jobs for Honduran people."
incorrect_answer_1	b

incorrect_answer_1_rationale	The paragraph says that the fruit companies shipped bananas from Honduras, but not to Spain.
incorrect_answer_2	c
incorrect_answer_2_rationale	The paragraph does not reference the people of New Orleans liking or enjoying bananas.
scoring	Exact match, 1 point

Item #	3
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
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 in a paragraph of text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Listen to paragraph 5 from the passage. Often, immigrants will live in the same area of a new city. Along with their new life, they want some things they are used to. Some people open businesses that sell things from their home country. For example, you can find vendors selling Honduran foods in New Orleans. A music store features Latin music. Groups organize lessons in Honduran dances. People practice Honduran crafts with cloth and paper. People hold celebrations on dates important to Honduran history. What key idea is supported by the details in this paragraph?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Many Hondurans live in the same part of New Orleans.
answer_b	Immigrants often live in the same part of a new city.

answer_c	You can find many things from Honduras in one part of New Orleans.
correct_answer	c
correct_answer_rationale	The correct answer is “You can find many things from Honduras in one part of New Orleans.” The paragraph is mostly about how part of New Orleans has things such as food and music that are familiar to Hondurans.
incorrect_answer_1	a
incorrect_answer_1_rationale	The paragraph mentions this detail, but it is not what the whole paragraph is about.
incorrect_answer_2	b
incorrect_answer_2_rationale	The passage does explain that immigrants often choose to live in the same part of the city, but this is not what the whole paragraph is about.
scoring	Exact match, 1 point.

Item #	4
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
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.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	What key idea is supported by the details in this passage?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	The way people start a new life in the United States.
answer_b	Hondurans have contributed to the culture of New Orleans.
answer_c	The banana business first brought Hondurans to the United States.
correct_answer	b
correct_answer_rationale	The correct answer is "Hondurans have contributed to the culture of New Orleans." The author uses details to show how Hondurans came to the U.S. and how their communities are part of the culture in New Orleans.
incorrect_answer_1	a
incorrect_answer_1_rationale	The passage does not give instructions about how to start a new life in the United States. This is not the reason the author wrote the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does mention the banana business, but this is not the reason the author wrote the passage.
scoring	Exact match, 1 point

Item #	5
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
Standard	TEKS 2.6.H Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (H) synthesize information to create new understanding.
Objective	Students will make a connection between two ideas in a text.
DOK Level	3
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Which statements describe the connection between fruit companies and the Honduran people?
prompt	Select TWO correct answers.
randomize_answer_choices	yes
answer_a	The fruit companies grew bananas in Honduras.
answer_b	The fruit companies created jobs for Honduran immigrants.
answer_c	The fruit companies started schools for Honduran children.
answer_d	The fruit companies built shops and restaurants selling Honduran music and food.
correct_answers	a, b
correct_rationale	According to the passage, the fruit companies grew bananas in Honduras. They also created jobs for Honduran immigrants.
incorrect_answers	c, d
incorrect_answer_1_rationale	The passage does not say the fruit companies started schools or built shops and restaurants.
scoring	Partial match per response, 1 point (.5 each)

Item #	6
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
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 unfamiliar words.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Listen to this sentence from paragraph 4. "And, of course, many people who move to a new place often miss family and friends back in their <u>home country</u> ." What is a <u>home country</u> ?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	the country they came from
answer_b	the country they want to move to
answer_c	their new country
correct_answer	a
correct_answer_rationale	The correct answer is "the country they came from." The passage is about Honduran immigrants, so in this case, their home country is Honduras.
incorrect_answer_1	b

incorrect_answer_1_rationale	<i>Home country</i> doesn't mean a country people want to move to.
incorrect_answer_2	c
incorrect_answer_2_rationale	<i>Home country</i> doesn't mean their new country.
scoring	Exact match, 1 point




Item #	7
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
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 understanding of new multiple-meaning words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Listen to this sentence from paragraph. "When people move to a new place, many things do not <u>match</u> things at home." What does the word <u>match</u> mean in this sentence?
prompt	Select the best answer.
randomize_answer_choices	yes

answer_a	<p>to be alike</p>  <p>https://www.istockphoto.com/photo/socks-and-gloves-hang-on-rope-gm535631221-57525476?searchscope=image%2Cfilm</p>
answer_b	<p>a special stick to light fires</p>  <p>https://www.istockphoto.com/vector/a-colored-match-a-match-is-a-stick-made-of-combustible-material-equipped-with-an-gm1404603454-456779298?searchscope=image%2Cfilm</p>
answer_c	<p>a soccer game</p>  <p>https://www.istockphoto.com/photo/kids-soccer-and-sports-with-a-rival-team-playing-a-game-on-a-field-for-fitness-gm1487005854-512613968?searchscope=image%2Cfilm</p>
correct_answer	a
correct_rationale	The passage explains that things are different for immigrants when they leave their homes. Things in the new place do not <i>match</i> things at home.
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage does not discuss fire. So, this is not the best definition of <i>match</i> .
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does not discuss sports or games, so this is not the best definition of <i>match</i> .
scoring	Exact match, 1 point.

Item #	8
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
Standard	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	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Listen to this sentence from paragraph 3. "They shipped bananas from their <u>enormous</u> farms in Honduras." Which word means the same thing as <u>enormous</u> ?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	old
answer_b	huge
answer_c	empty
correct_answer	b
correct_answer_rationale	The correct answer is "huge." The adjective in the sentence, <i>enormous</i> , has a similar meaning to the word <i>huge</i> . Both adjectives describe the farms as very large.
incorrect_answer_1	a

incorrect_answer_1_rationale	<i>Old</i> and <i>enormous</i> do not mean the same thing, so it would change the meaning of the sentence. We are looking for words that could describe the word <i>farms</i> .
incorrect_answer_2	c
incorrect_answer_2_rationale	<i>Empty</i> is an adjective, but it does not have the same meaning as <i>enormous</i> . The farms are not empty; they are full of bananas.
scoring	Exact match, 1 point

Item #	9
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
Standard	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	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Opportunities in New Orleans, Louisiana

QUESTION

Element	Value
stimulus	Refer to the passage, "Opportunities in New Orleans, Louisiana."
question_stem	Listen to this sentence from paragraph 3. "In the early 1900s, two <u>major</u> fruit companies chose New Orleans as their base." Which word means the same thing as <u>major</u> ?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	nearby
answer_b	small
answer_c	important
correct_answer	c
correct_answer_rationale	The correct answer is "important." The adjective in the sentence, <i>major</i> , has a similar meaning to the word <i>important</i> . Both adjectives describe the fruit companies.

incorrect_answer_1	a
incorrect_answer_1_rationale	<i>Nearby</i> is an adverb. Adverbs describe verbs, not nouns such as <i>companies</i> .
incorrect_answer_2	b
incorrect_answer_2_rationale	<i>Small</i> is an adjective, but it does not have the same meaning as <i>major</i> . It has the opposite meaning.
scoring	Exact match, 1 point

Grade	2
Unit/Domain	The Land of Opportunity
Copyright (Original or Public Domain)	original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	https://www.uscis.gov/history-and-genealogy/history-and-genealogy-news/origins-naturalization-civics-test https://www.uscis.gov/us-citizenship/citizenship-through-naturalization/path-us-citizenship https://www.uscis.gov/us-citizenship/naturalization-test/naturalization-oath-allegiance-united-states-america https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/Test_Scoring_Guidelines.pdf https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf
Lexile/Average Grade Level	Not available at this time
Flesch-Kincaid	9.0
Word Count	353
Title	Becoming a Citizen
Author (if applicable)	Victoria Cabal

Becoming a Citizen

(1) What does it mean to be a United States citizen? Some Americans are citizens because they were born in the United States. Others are citizens because they have a parent who is a U.S. citizen. Many immigrants, or people living in the United States from another country, want to become U.S. citizens.



<https://pixabay.com/photos/ellis-island-usa-new-york-1545430/>

(2) How do you become a U.S. citizen? First, immigrants who want to be naturalized, or become citizens, must live in the United States for five years. Next, they must pass a naturalization exam. An immigration officer gives the exam. The immigration officer asks people questions about the United States, including its government and history. For example, the immigration officer might ask questions about the U.S. president or the Constitution. The exam also includes an English test.



<https://pixabay.com/illustrations/constitution-4th-of-july-july-4th-1486010/>

(3) Local judges gave the naturalization exam in the 19th and early 20th centuries. Each judge decided what to ask during the exam. Some judges thought it was important to ask questions about U.S. history. Some thought testing people on civics or the government was more important. Still, others thought questions about the Constitution or the responsibilities of being a citizen were most important. Because the exams were different, people didn't know what the questions would be.

(4) In 1906, President Theodore Roosevelt signed a law to help make the naturalization process the same across the country. The law stated that naturalized citizens had to speak English. It also let the federal government choose the topics for the naturalization exam. By the 1950s, immigrants who wanted to become citizens had to show they knew about U.S. history and civics as well as demonstrate an understanding of the English language.



[Download Theodore Roosevelt, President, United States Of America. Royalty-Free Vector Graphic - Pixabay](#)

(5) The U.S. government has created educational programs and books to help immigrants study for the naturalization exam. This helps immigrants know what information might be on the exam. After people pass the exam, they take an oath of citizenship. This is an official promise made in front of a judge or immigration officer. In this oath, immigrants promise to be loyal citizens of the United States and to complete their responsibilities as citizens.

Item #	10
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
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 understanding of new multiple-meaning words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage, "Becoming a Citizen."
question_stem	Listen to this sentence from paragraph 2. "Next, they must pass a naturalization <u>exam</u> ." What does the word <u>exam</u> mean in this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a test of knowledge
answer_b	the act of looking carefully to discover something
answer_c	a way of completing something
correct_answer	a
correct_rationale	The passage explains immigrants who want to become citizens must take a test that asks questions about the United States.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although this is a definition of exam, it is not the way the word is used in this passage. This definition is used most often when referring to medical exams, such as eye exams or physicals.

incorrect_answer_2	c
incorrect_answer_2 _rationale	An exam is not a method or procedure. It is a test.
scoring	Exact match, 1 point.

Item #	11
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Land of Opportunity
Standard	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 the central idea of a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage "Becoming a Citizen."
question_stem	What is the central idea of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	There are many steps to becoming a U.S. citizen.
answer_b	There are different kinds of tests given in America.
answer_c	Arriving at Ellis Island was an interesting experience.
correct_answer	a

correct_answer_rationale	The passage is mostly about becoming a U.S. citizen. The passage describes the tests that people must take to become a citizen.
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage mentions citizenship tests, but not other types of tests, so this is not what the passage is mostly about.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage does not mention Ellis Island or its history.
scoring	Exact match, 1 point.

Item #	12
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
Standard	TEKS 2.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will evaluate details read to determine a key idea.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage, "Becoming a Citizen."
question_stem	What does the author most likely want the reader to learn?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	how the citizenship test changed over time
answer_b	that Theodore Roosevelt made laws
answer_c	the process for becoming a United States citizens
correct_answer	c
correct_answer_rationale	The correct answer is "the process for becoming a United States Citizen." The author describes the process of becoming a citizen.
incorrect_answer_1	a
incorrect_answer_1_rationale	The passage mentions that the citizenship test has changed, but the text is not solely focused on the citizenship test.
incorrect_answer_2	b
incorrect_answer_2_rationale	The passage gives some information about Theodore Roosevelt, but it is not focused on him making laws.
scoring	Exact match, 1 point

Item #	13
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
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.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage, "Becoming a Citizen."
question_stem	Think about how the process for citizenship has changed over time. Which statements describe the citizenship process in the past?
prompt	Select TWO correct answers.
randomize_answer_choices	yes
answer_a	All of the exams were different.
answer_b	Immigrations offices give naturalization tests.
answer_c	Local judges give naturalization tests.
answer_d	The naturalization process was the same throughout the country.
correct_answers	a, c
correct_answer_rationale	The passage describes these as features of citizenship tests in the past
incorrect_answer_1	b, d
incorrect_answer_1_rationale	Immigration officers giving tests, and having a standardized naturalization process throughout the country, are features of the modern citizenship test.
scoring	Partial match; 1 point (.5 each)

Item #	14
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
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 use text evidence to describe the process of immigration and citizenship.
DOK Level	2
Question Type	Table Match

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value	
stimulus	Refer to the passage "Becoming a Citizen."	
question_stem	Choose the statements that describe the relationship between citizenship tests and immigration.	
prompt	<i>Select the CORRECT answer for each statement.</i>	
randomize_answer_choices	yes	
	Yes	No
Immigrants who want to become citizens have to pass a citizenship test.		
The citizenship test is given by the president.		
The U.S. government has programs to help immigrants study for the citizenship test.		
Immigrants have to live in the United States for at least 5 years before taking the citizenship test.		

Correct answer

	Yes	No
Immigrants who want to become citizens have to pass a citizenship test.	X	
The citizenship test is given by the president.		X
The U.S. government has programs to help immigrants study for the citizenship test.	X	
Immigrants have to live in the United States for at least 5 years before taking the citizenship test.	X	

correct_answer_rationale	Paragraph 2 says that immigrants, “must live in the United States for five years. Next, they must pass a naturalization exam. An immigration officer gives the exam.” Paragraph 5 says that the “U.S. government has created educational programs and books to help immigrants study for the naturalization exam.”
incorrect_answer_rationale	Paragraph 2 says that immigrants, “must live in the United States for five years. Next, they must pass a naturalization exam. An immigration officer gives the exam.” Paragraph 5 says that the “U.S. government has created educational programs and books to help immigrants study for the naturalization exam.”
scoring	Partial match per response, 1 point (.25 each)

Item #	15
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	Immigration
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 demonstrate an understanding of unfamiliar words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage, "Becoming a Citizen."
question_stem	Listen to these sentences from paragraph 5. The U.S. government has created educational programs and books to help immigrants study for the naturalization exam. This helps immigrants know what information might be on the exam. How do educational programs help people become citizens?
prompt	<i>Select the best answer</i>
randomize_answer_choices	yes
answer_a	They help people study and know what is on the exam.
answer_b	They help people know how to take an oath after they pass the exam.
answer_c	They help people learn about different places to visit.
correct_answer	a
correct_answer_rationale	The text states that the U.S. government created educational programs to help people study and know what is on the exam.
incorrect_answer_1	b
incorrect_answer_1_rationale	These educational programs do not help people know how to take an oath, as this happens after the exam.

incorrect_answer_2	c
incorrect_answer_2_rationale	These educational programs do not help people learn about different places to visit, they are designed to help people pass the citizenship test.
scoring	Exact match, 1 point.

Item #	16
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
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 understanding of new multiple-meaning words in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage "Becoming a Citizen."
question_stem	Listen to this sentence from paragraph 5. "After people pass the exam, they take an <u>oath</u> of citizenship. This is an official promise made in front of a judge or immigration officer. In this <u>oath</u> , immigrants promise to be loyal citizens of the United States and to complete their responsibilities as citizens." What words from the passage show what an <u>oath</u> is?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	"official promise"
answer_b	"in front of a judge"
answer_c	"responsibilities as citizens"
correct_answer	a
correct_answer_rationale	The correct answer is "official promise." That is the text that provides students with context on the meaning of "oath".

incorrect_answer_1	b
incorrect_answer_1_rationale	An oath is made in front of a judge, but this phrase does not explain the meaning of oath to the reader.
incorrect_answer_2	c
incorrect_answer_2_rationale	This phrase does not explain what an oath is to the reader.
scoring	Exact match, 1 point

Item #	17
Discipline	ELA
Grade Level	2
Assessment Type	End of Unit
Unit/Domain Title	The Land of Opportunity
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 <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i> .
Objective	Students will determine the meaning of words using affixes.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Becoming a Citizen

QUESTION

Element	Value
stimulus	Refer to the passage "Becoming a Citizen."
question_stem	Listen to this sentence from paragraph 4. It also let the federal government choose the topics for the <u>naturalization</u> exam. In paragraph 5, the word <u>naturalization</u> includes the suffix -tion. The suffix helps the reader understand that <u>naturalization</u> means -
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	the act of becoming a citizen
answer_b	becomes a citizen again
answer_c	became a citizen in the past
correct_answer	a
correct_answer_rationale	The suffix <i>-tion</i> means <i>the action of</i> or <i>the result of</i> . In this case, it has been added to the word <u>naturalize</u> to mean the action of becoming a citizen.

incorrect_answer_1	b
incorrect answer_1_rationale	To become a citizen again would be the word re-naturalize, which is the incorrect usage of re- in this case.
incorrect_answer_2	c
incorrect_answer_2_ rationale	If someone obtained citizenship in the past, the word would be naturalized, not naturalization.
scoring	Exact match, 1 point

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