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| Grade | Grade 3 |
| Unit/Domain | Classic Tales: The Wind in the Willows |
| Copyright (Original or Public Domain) | The Wind in the Willows |
| Lexile/Average Grade Level | Unavailable at this time. |
| Flesch Kincaid | 2.7 |
| Word Count | 494 |
| Title | Like Summer Tempests Came His Tears (adapted) |
| Author | Kenneth Graham, adapted for OER K-5 RLA |

Adapted excerpt from “Like Summer Tempests Came His Tears”

(1) “I’m going to stroll down to Toad Hall and get into clothes of my own. I’ve had enough of adventures,” Toad said. “I will lead a quiet life. I’ll be respectable and work on projects around the house. Maybe I’ll do a little gardening. I will always have dinner for my friends when they come to see me. I will keep my jeep ready for outings to the country. It will be like the good old days, before I got restless, and wanted to *do* things.”

(2) “Stroll down to Toad Hall?” cried the Rat. “What are you talking about? Haven’t you heard?”

(3) “Heard what?” said the Toad, turning pale. “Tell me Ratty! Quick! What haven’t I heard?”

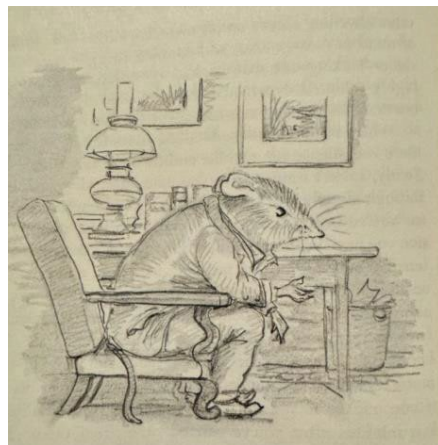


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(4) "Do you mean to tell me," shouted the Rat, thumping with his little fist upon the table, "that you have not heard about the Stoats and Weasels?"

(5) "What, the Wild Wooders?" cried Toad, his arms and legs trembling. "No, not a word! What have they been doing?"

(6) "—And how they've taken Toad Hall?" continued the Rat.

(7) Toad leaned his elbows on the table, and his chin on his paws. A large tear welled up in each of his eyes. The tears overflowed and splashed on the table, plop! plop!

(8) "Go on, Ratty," he murmured. "Tell me everything. The worst is over. I am an animal again. I can bear it."

(9) "When you—got—into that—that—trouble of yours," said the Rat slowly and impressively. "I mean, when you—disappeared for a time, over that misunderstanding about a—a machine, you know—"

(10) Toad just nodded.

(11) "Well, it was a good deal talked about down here, naturally," continued the Rat. "Not only along the river, but even in the Wild Wood. Animals took sides, as always happens. The river-bankers stuck up for you. We said you had been treated poorly. We said there was no justice. But the Wild Wood animals said hard things. They said it served you right. They said it was time this sort of thing was stopped. And they got very arrogant and went about saying you were done for this time! You would never come back again, never, never!"

(12) Toad nodded once more, keeping quiet.

(13) "That's the sort of little beasts they are," the Rat went on. "But Mole and Badger, they stuck it out, through thick and thin. They said you would come back again, somehow. They didn't know exactly how, but somehow!"

(14) Toad began to sit up in his chair again and to smirk a little.

(15) "They argued for you," continued the Rat. "They said that nothing had beaten you yet. So they moved their things into Toad Hall and slept there. They were keeping it clean and ready for you when you turned up. They didn't guess what was going to happen, of course. Still, they had their suspicions about the Wild Wood animals.

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| Item # | 1 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.2.A.ii Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. |
| Objective | Students will identify r-controlled syllables. |
| DOK Level | 2 |
| Question Type | Hot Text |

PASSAGE

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|----------------|-------------------------------------|
| Element | Value |
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

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|----------------------------|--|
| Element | Value |
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | Read this sentence from paragraph 1. "Maybe I'll do a little <u>gardening</u> ." In the word <u>gardening</u> the vowel 'a' and the consonant 'r' make a unique sound. Which word below also mixes a vowel with 'r'? [They] [said] [it] [served] [you] [right]. |
| prompt | Select the best answer. |
| correct_answer | [served] |
| correct_answer_rationale | The pronunciation of this syllable is controlled by the r at the end of it. |
| incorrect_answers | [They] [said] [it] [you] [right] |
| incorrect_answer_rationale | These are words in the sentence, but none of them contain r-controlled syllables. |
| scoring | Exact match; 1 point |

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| Item # | 2 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.6.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 use text details to determine key ideas. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | In paragraphs 2 through 6, what key idea does the reader learn about Ratty when he talks to Toad? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Ratty enjoys telling stories. |
| answer_b | Ratty is an understanding friend. |
| answer_c | Ratty knows how it feels to miss home. |
| answer_d | Ratty wants Toad to be careful. |

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| correct_answer | a |
| correct_answer_rationale | Ratty uses words and actions to make the story very suspenseful and dramatic. |
| incorrect_answer_1 | b |
| incorrect_answer_rationale_ 1 | In these paragraphs, the Rat is not being an understanding friend. He is dragging out a story in a way that makes it harder to hear for his friend. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_ 2 | There is no information that the Rat has ever missed home. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | The Rat does not use words of caution in these paragraphs. |
| scoring | Exact match; 1 point |

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|--------------------------|---|
| Item # | 3 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.6.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 text details that support key ideas. |
| DOK Level | 2 |
| Question Type | Multiple Select |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|--------------------------------|--|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | Which details from paragraphs 3 through 7 in the story support the key idea that Toad is upset? |
| prompt | Select THREE correct answers. |
| randomize_answer_choices | Yes |
| answer_a | Toad listens to Ratty tell the story. |
| answer_b | Toad turns pale. |
| answer_c | Toad's arms and legs tremble. |
| answer_d | Toad leans on his elbows on the table. |
| answer_e | Tears well up in Toad's eyes. |
| correct_answers | b, c, e |
| correct_answer_rationale | Each of these responses show the reader that Toad is upset. |
| incorrect_answers | a, d |
| incorrect_answer_rationale_all | These are details about Toad's actions in the text, but they do not show the reader that Toad is sad or upset. |
| scoring | Partial match; 1 point (.33 each) |

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| Item # | 4 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.2.B.i Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. |
| Objective | Students will practice spelling multisyllabic words. |
| DOK Level | 2 |
| Question Type | Inline Choice |

PASSAGE

| Element | Value |
|---------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value | | |
|--------------------------|--|---|------------------------------|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." | | |
| question_stem | <p>Javier is writing a sentence about the story, "Like Summer Tempest Came His Tears."</p> <p>Select the response that corrects the spelling error in his sentence.</p> <p>It was a [blank 1] for Toad to leave Toad Hall. Which word is spelled correctly to complete the sentence?</p> | | |
| prompt | Select the best answer. | | |
| question_stem | It was a | A mistak B mistack C mestake D mistake | for Toad to leave Toad Hall. |
| randomize_answer_choices | Yes | | |

| | |
|------------------------------|----------------------------------|
| answer_a | Mistak |
| answer_b | mistack |
| answer_c | mestake |
| answer_d | mistake |
| correct_answer | d |
| correct_answer_rationale | This is the correct spelling. |
| incorrect_answer_1 | a |
| incorrect_answer_rationale_1 | The final e is missing |
| incorrect_answer_2 | b |
| incorrect_answer_rationale_2 | The final syllable is misspelled |
| incorrect_answer_3 | c |
| incorrect_answer_rationale_3 | The first syllable is misspelled |
| scoring | Exact match; 1 point |

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|--------------------------|--|
| Item # | 5 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.11.D.xi 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: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. |
| Objective | Students will identify the correct spelling of high-frequency words. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| | Read these sentences that describe Toad Hall. Rat and Toad went down to the <u>large</u> boathouse. There they saw many _____ boats. The underlined word in the first sentence is spelled incorrectly. This same word is missing in the last sentence. Which word corrects the misspelling in the first sentence and belongs in the last sentence? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | Larje |
| answer_b | Large |
| answer_c | Lagre |
| answer_d | Laerg |

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| correct_answer | b |
| correct_answer_rationale | This is the correct spelling. |
| incorrect_answer_1 | a |
| Incorrect_answer_rationale_1 | This is incorrectly spelled. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | This is incorrectly spelled. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | This is incorrectly spelled. |
| scoring | Exact match; 1 point |

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| Item # | 6 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.3.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 and multiple-meaning words. |
| Objective | Students will demonstrate an understanding of unknown words in context. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | Read these sentences from the passage, "Like Summer Tempests Came His Tears." "Toad leaned his elbows on the table, and his chin on his paws. A large tear <u>welled</u> up in each of his eyes. The tears overflowed and splashed on the table, plop! plop!" What does the word <u>welled</u> mean as it is used in the second sentence? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | appeared |
| answer_b | went |
| answer_c | poured |
| answer_d | gushed |
| correct_answer | a |
| correct_answer_rationale | Another word for <i>welled</i> is <i>appeared</i> . The tear formed and appeared Toad's eye. |
| incorrect_answer_1 | b |

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| Incorrect_answer_rationale_1 | <i>Welled up</i> also means to come to the surface, but not “went” |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | Before the tears poured out of his eyes, they appeared in them. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | Toad’s tears didn’t gush. They appeared and spilled over. |
| scoring | Exact match; 1 point |

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| Item # | 7 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.7.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 describe characters in a story. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|------------------------------|---|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | Which sentence describes why Toad does not stroll down to Toad Hall? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | The Stoats and Weasels and Wild Wooders have taken Toad Hall. |
| answer_b | The Wild Wooders are coming to Ratty's place. |
| answer_c | Toad wants to listen to Ratty's story. |
| answer_d | Ratty has given Toad clothes to wear. |
| correct_answer | a |
| correct_answer_rationale | Ratty tells Toad that the Stoats and Weasels and Wild Wooders have taken Toad Hall. |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale 1 | The Wild Wooders took Toad Hall. They are not coming over. |
| incorrect_answer_2 | c |

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| incorrect_answer_rationale_2 | Although Toad is listening to Ratty's story, this is not why he isn't going to Toad Hall. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | Although Ratty has given Toad clothes to wear, this is not why he isn't going to Toad Hall. |
| scoring | Exact match; 1 point |

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|--------------------------|--|
| Item # | 8 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows Classic Tales |
| Standard | TEKS 3.3.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 and multiple-meaning words. |
| Objective | Students will demonstrate an understanding of unknown words in context. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | Read these sentences from paragraph 4, "Like Summer Tempests Came His Tears." "Do you mean to tell me," shouted the Rat, <u>thumping</u> with his little fist upon the table, "that you have not heard about the Stoats and Weasels?" What does the word <u>thumping</u> mean as it is used in the sentence? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | hitting |
| answer_b | shouting |
| answer_c | running |
| answer_d | chopping |

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|------------------------------|--|
| correct_answer | a |
| correct_answer_rationale | Rat emphasizes each word, and that is very noticeable. |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale_1 | There is no indication of whether Rat says the sentence loudly. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | The sentences say that Rat thumps his fist upon the table, indicating that he is sitting or standing near it. This does not indicate that he is running. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | There is no indication of whether Rat says the sentence softly. |
| scoring | Exact match; 1 point |

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|--------------------------|---|
| Item # | 9 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) analyze plot elements, including the sequence of events, the conflict, and the resolution. |
| Objective | Students will explain how characters' actions contribute to the sequence of events in a story. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|------------------------------|---|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | How does Rat's decision to share the story of the Wild Wooders change what happens next? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Toad does not go down to Toad Hall. |
| answer_b | Toad decides to go see Mole and Badger. |
| answer_c | Toad and Ratty decide to have supper. |
| answer_d | Toad argues with the Wild Wooders. |
| correct_answer | a |
| correct_answer_rationale | In paragraph 1, Toad says he is going to Toad Hall. When Rat tells the story, Toad stays with Rat and does not go to Toad Hall. |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale_1 | No text evidence suggests that Toad decides to go see Mole and Badger. |

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| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | No text evidence suggests that Toad and Ratty decide to have supper. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | In the story Rat shares, Mole and Badger argue for Toad, but no text evidence suggests that Toad argues with the Wild Wooders. |
| scoring | Exact match; 1 point |

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|--------------------------|---|
| Item # | 10 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.10.E 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: (E) identify the use of literary devices, including first- or third-person point of view. |
| Objective | Students will distinguish the narrator's point of view from that of the characters. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------------------|
| passage_link | |
| passage_title | Like Summer Tempests Came His Tears |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Like Summer Tempests Came His Tears." |
| question_stem | Re-read this sentence from paragraph 7. Toad leaned his elbows on the table, and his chin on his paws. What word from the sentence shows that this story is written in third person point of view? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | on |
| answer_b | his |
| answer_c | chin |
| answer_d | her |
| correct_answer | b |

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| correct_answer_rationale | The use of the pronoun <i>his</i> indicates a story is written from the third person point of view. |
| incorrect_answer_1 | a |
| Incorrect_answer_rationale_1 | The word <i>on</i> does not indicate the point of view. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | The word <i>chin</i> does not indicate point of view. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | The pronoun <i>her</i> does indicate the third-person point of view, but that word is not in the sentence. |
| scoring | Exact match; 1 point |

| | |
|---------------------------------------|---|
| Grade | Grade 3 |
| Unit/Domain | Classic Tales: The Wind in the Willows |
| Copyright (Original or Public Domain) | The Wind in the Willows |
| Lexile/Average Grade Level | Unavailable at this time |
| Flesch Kincaid | 3.2 |
| Word Count | 498 |
| Title | Wayfarers All (adapted) |
| Author | Kenneth Graham, adapted for OER K-5 RLA |

Wayfarers All



Image Link Not Available

(1)The reeds by the river were thick. The stream had become sluggish and low. Rat left the bank of the river and wandered out into the country. He crossed a field or two that already looked dusty and thirsty. He turned into a great sea of wheat. It was yellow and wavy. The stalks moved back and forth. They seemed to whisper to him. He loved to walk through the wheat fields. The stalks created a golden sky over his head. This golden sky sometimes danced and shimmered. At other times a wind gust would rush through it. Afterwards, it would toss its head and laugh. He had many small friends in the fields. They led full and busy lives, but they always had a minute to visit. Today, however, they were polite, but busy. The field mice and harvest mice seemed preoccupied. Many were digging and tunneling. Small groups of mice examined advertisements for small apartments. The ads boasted great locations and compact sizes. Some mice were building boxes. Others were already elbow-deep packing their belongings. Everywhere piles and bundles of wheat, oats, barley, and nuts lay about ready for transport.

- (2) "Here's old Ratty!" they cried as soon as they saw him. "Come and help, Rat. Don't just stand there!"
- (3) "What sort of games are you up to?" said the Water Rat harshly. "You know it isn't time to be thinking about where you will stay this winter yet!"
- (4) "Oh yes, we know that," explained a field mouse rather shamefacedly. "But it's always a good idea to be packed up and moved out before those horrid machines begin clicking round the fields. And you know the best apartments get rented so quickly! If you're late you have to put up with *anything* and do so much to it before it's fit to move into. Of course, we're early, we know that. But we're just making a start."
- (5) "Oh bother *starts*," said the Rat. "It's a splendid day. Come out with me in the stream. We could row or we could walk along the bushes that line the field. Or we could take a picnic in the woods."
- (6) "Well, I *think* not *today*, thank you," replied the field-mouse hurriedly. "Perhaps some *other* day—when we've more *time*—"
- (7) The Rat snorted. He swung around to go and tripped over a packed box. He fell with a thud and grunted.
- (8) "If people would be more careful," said a field mouse, "and look where they're going, people wouldn't hurt themselves—and forget themselves. Hold on, Rat! You'd better sit down somewhere. In an hour or two we may have more free time. We will visit with you then."
- (9) "You won't be 'free,' as you call it. I can see that," retorted the Rat grumpily. He walked back towards the river.
- (10) He loved his river. It was a faithful and steady friend. It never packed up and moved away for winter.

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| Item # | 11 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.8.D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) explain the influence of the setting on the plot. |
| Objective | Students will explain the influence of the setting on the plot. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|---------------|
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| Element | Value |
|------------------------------|--|
| stimulus | Refer to the passage "Wayfarers All." |
| question_stem | How is the setting of the wheatfields in paragraph 4 important to the plot of the story? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | The wheat harvest causes the mice to want to leave in a hurry. |
| answer_b | The wheat field make the Rat feel happy. |
| answer_c | The dancing wheat field makes the mice feel excited. |
| answer_d | The wheat harvest scares the rat. |
| correct_answer | a |
| correct_answer_rationale | The text says, "it's always a good idea to be packed up and moved out before those horrid machines begin clicking round the fields." |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale_1 | Although the wheat field makes rat feel happy, it does not affect the plot in that way in paragraph 4. |

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| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | There is no text evidence that the wheat field excites the mice. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | There is no text evidence that the rat fears the wheat harvest. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 12 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.8.D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) explain the influence of the setting on the plot. |
| Objective | Students will explain the influence of the setting on the plot. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| | |
|----------------|---------------|
| Element | Value |
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| | |
|------------------------------|--|
| Element | Value |
| stimulus | Refer to the passage "Wayfarers All." |
| question_stem | How is the setting of the river in paragraphs 9 and 10 important to the plot of the story? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | The river comforts Rat. |
| answer_b | The river scares the field mice. |
| answer_c | The river makes Rat feel sad. |
| answer_d | The river makes Rat grumpy. |
| correct_answer | a |
| correct_answer_rationale | The text says, "He loved his river. It was a faithful and steady friend." |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale_1 | There is no text evidence that the field mice are scared of the river. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | Rat is sad that his field mice friends are packing up, but that is not because of the river. |
| incorrect_answer_3 | d |

| | |
|------------------------------|---|
| incorrect_answer_rationale_3 | Rat is grumpy because the mice are busy, which doesn't relate to the river. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 13 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.2.A.ii Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. |
| Objective | Students will identify syllables with long vowel sounds. |
| DOK Level | 2 |
| Question Type | Hot Text |

PASSAGE

| Element | Value |
|---------------|---------------|
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| Element | Value |
|----------------------------|--|
| stimulus | Refer to the passage "Wayfarers All." |
| question_stem | Read this sentence from paragraph 1. "The field mice and harvest mice seemed preoccupied." Which syllables in the word preoccupied has a long vowel sound? [pre] • [oc] • [cu] • [pied] |
| prompt | Select THREE correct answers. |
| answer_key | [pre] • [cu] • [pied] |
| correct_answer_rationale | The pronunciation of these syllables includes the long vowel sounds ē, ū and ī respectively. |
| incorrect_answers | [oc] |
| incorrect_answer_rationale | These are syllables in the word, but they do not have a long vowel sound. |
| scoring | Partial match; 1 point (.33 each) |

| | |
|--------------------------|--|
| Item # | 14 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows Classic Tales |
| Standard | TEKS 3.3D 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, homophones, and homographs in a text. |
| Objective | Students will identify the meaning of synonyms in a text. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|---------------|
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| Element | Value |
|------------------------------|---|
| stimulus | Refer to the passage, “Wayfarers All.” |
| question_stem | Which word is a synonym of <u>shimmered</u> in paragraph 1? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | dimmed |
| answer_b | waved |
| answer_c | sparkled |
| answer_d | straightened |
| correct_answer | c |
| correct_answer_rationale | Sparkled is another word that can be used for <u>shimmered</u> . |
| incorrect_answer_1 | a |
| incorrect_answer_rationale_1 | Dimmed is an antonym for sparkled |
| incorrect_answer_2 | b |
| incorrect_answer_rationale_2 | Shimmered indicates the way something looks in the light, not something that waves. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | Shimmered and straightened do not mean the same thing. Shimmered is referencing the way something looks in the light. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|---|
| Item # | 15 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.6.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 to determine key ideas. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| | |
|----------------|---------------|
| Element | Value |
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| | |
|--------------------------|---|
| Element | Value |
| stimulus | Refer to the passage "Wayfarers All." |
| question_stem | In paragraph 1, what key idea do the details about Ratty walking through the wheatfield help the reader understand about him? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Ratty appreciates the natural beauty of the outdoors. |
| answer_b | Ratty wishes he could stay indoors instead of walking in the fields. |
| answer_c | Ratty likes to wander with no particular place to go. |
| answer_d | Ratty wants to be alone and is glad his friends are busy. |
| correct_answer | a |
| correct_answer_rationale | The text says, "The stalks created a golden sky over his head. This golden sky sometimes danced and shimmered. At other times, a wind gust would rush through it. At other times, a wind gust would rush through it. Afterwards, it would toss its head and laugh." These sentences tell the reader that Ratty appreciates how pretty the wheat field is. |
| incorrect_answer_1 | b |

| | |
|------------------------------|---|
| incorrect_answer_rationale_1 | Ratty is enjoying the beauty of the wheatfield, there is no indication that he wants to return indoors. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | Ratty is going to see his friends. He is not wandering. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | Ratty is going to see his friends. He wants to be with others, not alone. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 16 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.3.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 and multiple-meaning words. |
| Objective | Students will determine the meaning of multiple-meaning words. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| | |
|----------------|---------------|
| Element | Value |
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| | |
|------------------------------|--|
| Element | Value |
| stimulus | Refer to the passage "Wayfarers All." |
| question_stem | What is the meaning of <u>free</u> as it is used in paragraph 9? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | have time |
| answer_b | without charge |
| answer_c | empty |
| answer_d | eased |
| correct_answer | a |
| correct_answer_rationale | The mice did not have time to visit with Rat. |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale_1 | Although this is a definition of free, it is not how the word is used in this paragraph. |
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | Although this is a definition of free, it is not how the word is used in this paragraph. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | Although this is a definition of free, it is not how the word is used in this paragraph. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 17 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows Classic Tales |
| Standard | TEKS 3.8.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the relationships among the major and minor characters. |
| Objective | Students will explain the relationships between characters. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|---------------|
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage "Wayfarers All." |
| question_stem | What do Ratty's words and actions in paragraphs 3 through 5 show about his relationship with the other mice? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Ratty worries that the mice will not get moved in time for winter. |
| answer_b | Ratty is not interested in what the mice are doing and wishes to be alone. |
| answer_c | Ratty encourages the mice to keep working on making a move for the winter. |
| answer_d | Ratty wants to play with the mice instead of helping them get prepared for winter. |

| | |
|------------------------------|---|
| correct_answer | d |
| correct_answer_rationale | Ratty is telling the mice what fun activities they could do, suggesting that he would rather spend time having fun than getting ready for winter. |
| incorrect_answer_1 | a |
| Incorrect_answer_rationale_1 | He tells them they have plenty of time and that this is not the time to be thinking about where they will stay in winter. |
| incorrect_answer_2 | b |
| incorrect_answer_rationale_2 | He makes suggestions for them to row together or walk along the bushes that line the field. He wants them to have fun with him. |
| incorrect_answer_3 | c |
| incorrect_answer_rationale_3 | Ratty does not encourage the mice to keep working. In fact, he tells them that now is the time to play instead of thinking about where they will stay for winter. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 18 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.3.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 and multiple-meaning 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 | Wayfarers All |

QUESTION

| Element | Value |
|------------------------------|--|
| stimulus | Refer to the passage, "Wayfarers All." |
| question_stem | What does the word <u>splendid</u> mean in paragraph 5 of the passage, "Wayfarers All"? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | wonderful |
| answer_b | important |
| answer_c | interesting |
| answer_d | gloomy |
| correct_answer | a |
| correct_answer_rationale | Ratty thinks the day is perfect for activities. It is a beautiful, wonderful day. |
| incorrect_answer_1 | b |
| Incorrect_answer_rationale_1 | The mice may think the day is important in their preparations, but that is not the meaning of the word splendid in this paragraph. |

| | |
|------------------------------|---|
| incorrect_answer_2 | c |
| incorrect_answer_rationale_2 | Ratty is interested in how pretty the field is, but that is not the meaning of the word splendid in this paragraph. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | Splendid is the opposite of gloomy. It means it is a perfect day for playing. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|---|
| Item # | 19 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.8.C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) analyze plot elements, including the sequence of events, the conflict, and the resolution. |
| Objective | Students will analyze the sequence of events in a story. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| | |
|----------------|---------------|
| Element | Value |
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| | |
|--------------------------|---|
| Element | Value |
| stimulus | Refer to the passage, "Wayfarers All." |
| question_stem | Why does Ratty walk back to the river at the end of the story? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | He wants to walk through the dancing wheatfields alone. |
| answer_b | He is ready to start thinking about getting ready for wintertime. |
| answer_c | He is embarrassed that he tripped over the packed boxes. |
| answer_d | The field mice do not stop preparing to enjoy the day with him. |

| | |
|------------------------------|---|
| correct_answer | d |
| correct_answer_rationale | When Ratty realizes the mice do not have time for him, he returns to the river. |
| incorrect_answer_1 | a |
| Incorrect_answer_rationale_1 | Ratty wanted the mice to play, so he did not want to walk alone in the fields. |
| incorrect_answer_2 | b |
| incorrect_answer_rationale_2 | Ratty never indicates that he is ready to start preparations for wintertime. |
| incorrect_answer_3 | c |
| incorrect_answer_rationale_3 | He is not embarrassed, and tripping over the packed boxes happens before the mice tell them they will not stop their preparations, so it is not the cause of his return to the river. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 20 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Classic Tales: The Wind in the Willows |
| Standard | TEKS 3.3.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 and multiple-meaning words. |
| Objective | Students will use context to determine the meaning of an unfamiliar word. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|---------------|
| passage_link | |
| passage_title | Wayfarers All |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Wayfarers All." |
| question_stem | Which phrase from the story helps the reader understand what <u>faithful</u> means? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | <i>packed up</i> |
| answer_b | <i>loved his river</i> |
| answer_c | <i>steady friend</i> |
| answer_d | <i>moved away</i> |

| | |
|------------------------------|---|
| correct_answer | c |
| correct_answer_rationale | A faithful friend is a steady friend. This phrase supports the reader's understanding of the word faithful. |
| incorrect_answer_1 | a |
| Incorrect_answer_rationale_1 | Packed up does not clue the reader to the meaning of the word faithful. |
| incorrect_answer_2 | b |
| incorrect_answer_rationale_2 | Even though he loved the river and it was his faithful friend, this phrase does not clue the reader to the meaning of the word. |
| incorrect_answer_3 | d |
| incorrect_answer_rationale_3 | This phrase does not clue the reader to the meaning of the word, faithful. |
| scoring | Exact match; 1 point |

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