

Grade	3
Unit/Domain	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
Copyright (Original or Public Domain)	Original
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	5.9
Word Count	355
Title	Piranhas of Fact and Fiction
Author	CKLA

Piranhas of Fact and Fiction

(1) Have you ever heard of a little fish called a piranha? Thanks to Hollywood, this little fish has a big reputation. Many movies and cartoons depict piranhas as deadly predators, able to eat a large mammal down to the bone in a few minutes.



<https://pixabay.com/vectors/fish-funny-cartoon-odd-surprised-33712/>

(2) This is pure fiction. But piranhas are very real. Real-life piranhas, though, are nothing like those shown in the movies. It's true that some piranhas are meat-eaters, and that they all have razor-sharp teeth. However, these fish are not considered to be dangerous for humans and wading animals. A typical diet for most piranhas usually consists of insects, fish, crustaceans, worms, seeds and other plant material.

A South American Fish

(3) Piranhas live in South America. They are found in the Amazon River and in other rivers and lakes. Like most fish, piranhas lay eggs. The female lays up to five thousand eggs at one time. The male piranha guards the eggs until they hatch. After they hatch, the baby piranhas are on their own.

Small but Fierce

(4) A typical piranha is five to ten inches long. It weighs two pounds. Piranhas have a single row of very sharp teeth shaped like triangles. In fact, they are so sharp that in the past, some people used piranha teeth to make weapons and tools. Piranhas also have very strong jaws. Pound for pound, they are stronger biters than great white sharks!



<https://pixabay.com/images/id-3791257/>

Big Packs

(5) Piranhas usually swim in large packs of fish, which contributes to their fearsome depictions in the movies. However, researchers think that they do this for protection instead of to hunt or attack. These packs, which are called shoals, provide safety for the fish swimming toward the center. Researchers even found that some piranhas breathed easier when swimming in larger shoals!

(6) Thankfully, most piranhas are not aggressive toward humans. Most piranhas will leave you alone unless they feel threatened. In fact, some piranhas are vegetarians, living on plants alone. So, remember, the piranha is a fierce fish with razor-sharp teeth, but its depiction in the movies has been greatly exaggerated

Item #	1
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 read to determine key ideas about Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification.
DOK Level	1
Question Type	multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	What key idea about piranhas do the details in paragraph 1 and 2 best support?
prompt	<i>Select the correct answer.</i>
answer_a	Piranhas are not dangerous to humans.
answer_b	Piranhas are only found in cartoons.
answer_c	Piranhas can eat a mammal in minutes.
answer_d	Piranhas do not eat insects, fish, worms, or seeds.
correct_answer	a
correct_answer_rationale	The information in paragraph 2 explains that even though they are meat eaters, the fish are not dangerous for humans or wading animals because they mainly eat insects, fish, crustaceans, worms, seeds, and other plant materials.
incorrect_answer_1	b

incorrect_answer_1 _rationale	Paragraph 1 mentions that piranhas have been in cartoons, but paragraph 2 provides facts and details about real-life piranhas.
incorrect_answer_2	c
incorrect_answer_1 _rationale	Paragraph 1 states that many movies and cartoons show they can eat a mammal within minutes, but paragraph 2 clarifies that this is false.
incorrect_answer_3	d
incorrect_answer_2 _rationale	Paragraph 2 states that the typical diet for most piranhas is insects, fish, crustaceans, worms, seeds, and other plant materials, so they do eat these things.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 read to determine a key idea about animals.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage "Piranhas of Fact and Fiction."
question_stem	In paragraph 4, what key idea does the reader learn about the piranha's size and strength?
prompt	<i>Select the correct answer.</i>
answer_a	Piranhas are quite small but have very strong jaws.
answer_b	Piranhas live in South America near the Amazon River.
answer_c	Piranhas are bigger than great white sharks.
answer_d	Piranhas have triangle-shaped teeth.

correct_answer	a
correct_answer_rationale	In paragraph 4, the text states that a piranha is only 5-10 inches long and weighs two pounds, but given their small size, they have strong jaws with stronger bites than a great white shark.
incorrect_answer_1	b
incorrect_answer_rationale_1	The information about piranhas living in South America near the Amazon River is found in paragraph 3 and does not support the idea that they are small but strong.
incorrect_answer_2	c
incorrect_answer_rationale_2	Paragraph 4 states that, pound for pound, the piranha's bite is stronger than that of a great white shark, but it does not say that the piranha is bigger than the great white shark.
incorrect_answer_3	d
incorrect_answer_rationale_2	In paragraph 4, the details about their sharp, triangle-shaped teeth are mentioned, but this does not support an idea about their size and strength.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Objective	Students will use print and graphic features to demonstrate an understanding of animals.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage "Piranhas of Fact and Fiction."
question_stem	View this photograph of a piranha, and then read the paragraph.



https://upload.wikimedia.org/wikipedia/commons/b/ba/Pygocentrus_nattereri_02.jpg

A typical piranha is five to ten inches long. It weighs two pounds. Piranhas have a single row of very sharp teeth shaped like triangles. In fact, they are so sharp that in the past, some people used piranha teeth to make weapons and tools. Piranhas also have very strong jaws. Pound for pound, they are stronger biters than great white sharks!

What information from the paragraph is shown in the photograph?

prompt	Select the best answer.
answer_a	A typical piranha is five to ten inches long.
answer_b	It weighs two pounds.
answer_c	Piranhas have a single row of very sharp teeth shaped like triangles.
answer_d	In fact, they are so sharp that in the past, some native people used piranha teeth to make weapons and tools.
answer_e	Piranhas also have very strong jaws.
answer_f	Pound for pound, they are stronger biters than great white sharks!
correct_answer (key)	c
correct_answer_rationale	The photograph shows piranhas having a single row of very sharp teeth shaped like triangles.

incorrect_answer_1	a
incorrect_answer_1_rationale	The photograph does not show the piranha's entire body, so it is impossible to tell how long it is.
incorrect_answer_2	b
incorrect_answer_2_rationale	The photograph does not show how much a piranha weighs.
incorrect_answer_3	d
incorrect_answer_3_rationale	The photograph does show piranha teeth, but it does not show that these teeth were used for tools.
incorrect_answer_4	e
incorrect_answer_4_rationale	It is impossible to tell from the photograph how strong the piranha's jaws are.
incorrect_answer_5	f
incorrect_answer_5_rationale	The photograph does not show how strong a piranha's jaws are compared to a shark's jaws.
Scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.11.C 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: (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
Objective	Students will revise a draft to ensure subject-verb agreement.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	A student wrote these sentences about the passage. Piranha swim in large packs called shoals. What is the BEST way to revise this sentence?
prompt	<i>Choose the correct answer.</i>
answer_a	Piranhas swims in large packs called shoals.
answer_b	Piranhas swim. In large pack called shoals.
answer_c	Piranhas swim in large packs called shoals.
answer_d	A Piranha swim in large packs called shoals.

correct_answer	c
correct_answer_rationale	Piranhas swim in large packs called shoals is correct because "Piranhas" is plural, so the verb must also be plural "swim".
incorrect_answer_1	a
incorrect_answer_rationale_1	"Piranahas" is the plural form of "piranha". Swims would be the singular verb, so this does not agree.
incorrect_answer_2	b
incorrect_answer_rationale_2	Placing a period after "swim" is incorrect because it makes the phrase after the period incomplete. Also, the word "pack" should match the case of "shoals", which would be the plural form.
incorrect_answer_3	d
incorrect_answer_rationale_3	This sentence is incorrect because the subject is singular "A piranha" and the verb "swim" is plural.
sample_answer	Piranhas swim in large packs, called shoals, which provide the fish safety.
scoring	1 point

Item #	5
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.9.D.iii 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:(iii) organizational patterns such as cause and effect and problem and solution.
Objective	Students will identify clue words used to signal text structure (sequence, cause/effect, etc.).
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	Reread the following sentence from paragraph 2. "However, these fish are not considered to be dangerous for humans and wading animals." What key word in this sentence signals a compare/contrast text structure?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	

answer_a	however
answer_b	fish
answer_c	considered
answer_d	and
correct_answer	a
correct_answer_rationale	The correct answer is "however." This is a key word that signals that the information in this sentence contrasts with information in an earlier sentence.
incorrect_answer_1	b
incorrect_answer_1_rationale	This is not a structure word. It identifies piranhas.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is not a structure word. It is a verb.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is not a structure word. It is a coordinating conjunction
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 answer questions about a text.
DOK Level	1
Question Type	Multiselect

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	According to the text, where do piranhas live?
prompt	Select TWO correct answers.
randomize_answer_choices	Yes
answer_a	South America
answer_b	North America
answer_c	rivers and lakes
answer_d	oceans and glaciers
correct_answer	a, c
correct_answer_rationale	The passage says that Piranhas live in South America in rivers and lakes.
incorrect answers	b, d
incorrect answer_rationale	According to the passage, piranhas do not live in North America, or in oceans and glaciers.
scoring	partial match; 1 point (.5 each)

Item #	7
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.6.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 make an inference and use evidence to support understanding about a text.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	According to paragraph 5, why are piranhas most likely swim in shoals?
prompt	<i>Select the best answer.</i>
answer_a	To appear fearsome.
answer_b	To hunt for other fish.
answer_c	To feel protected and safe.
answer_d	To find plants to eat.

correct_answer (key)	c
correct_answer_rationale	The text states that piranhas most likely swim in shoals for safety and protection, even finding that piranhas feel safer when swimming in larger shoals
incorrect_answer_1	a
incorrect_answer_rationale_1	The text states that shoals may appear fearsome but is not why they swim in shoals.
incorrect_answer_2	b
incorrect_answer_rationale_2	The text states that they swim in shoals for protection instead of hunting.
incorrect_answer_3	d
incorrect_rationale_answer_3	The text states that they do eat plants, as piranhas are vegetarians, but this is not why they swim in shoals.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:(D) recognize characteristics and structures of informational text, including:(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Objective	Students will recognize and use text features to locate information about a topic.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	In which section can you find information about a piranha's size?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Introduction
answer_b	A South American Fish
answer_c	Small but Fierce

correct_answer	Small but Fierce
correct_answer_rationale	The correct answer is "Small but Fierce." This section describes the size and strength of piranhas.
incorrect_answer_1	Introduction
incorrect_answer_1_rationale	This section describes piranhas in the movies.
incorrect_answer_2	A South American Fish
incorrect_answer_2_rationale	This section explains where piranhas are, not what they look like.
incorrect_answer_3	Big Packs
incorrect_answer_3_rationale	This section explains how piranhas swim together, not their size.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:(D) recognize characteristics and structures of informational text, including:(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Objective	Students will recognize and use text features to locate information about a topic.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	Which section is most likely to give information about how piranhas swim?
prompt	<i>Select the best answer.</i>
answer_a	Introduction
answer_b	A South American Fish
answer_c	Small but Fierce
answer_d	Big Packs

correct_answer	Big Packs
correct_answer_rationale	This section explains how piranhas swim together in packs called shoals for protection.
incorrect_answer_1	a
incorrect_answer_1_rationale	This section describes how piranhas are shown in many movies.
incorrect_answer_2	b
incorrect_answer_2_rationale	This section explains where you can find piranhas in real life.
incorrect_answer_3	c
incorrect_answer_3_rationale	This section talks about how strong and big piranhas are.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 unknown words in a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	What does the word <u>contributes</u> mean in paragraph 5?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	pays
answer_b	causes
answer_c	furnishes
answer_d	supports

correct_answer	d
correct_answer_rationale	The correct answer is "supports." The fact that piranhas swim in large packs supports their fearsome depictions in the movies.
incorrect_answer_1	a
incorrect_answer_1_rationale	Although contributes can mean pays, it does not in the context of this sentence.
incorrect_answer_2	b
incorrect_answer_2_rationale	Although contributes can mean causes, it does not in the context of this sentence.
incorrect_answer_3	c
incorrect_answer_3_rationale	Although contributes can mean gives, it does not in the context of this sentence.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.3.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 such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> .
Objective	Students will identify the meaning of and use words with affixes.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction

QUESTION

Element	Value
stimulus	Refer to the passage, "Piranhas of Fact and Fiction."
question_stem	In paragraph 6, the word <u>thankfully</u> includes the suffix <i>-ful</i> and <i>-ly</i> . The suffix <i>-ful</i> and <i>-ly</i> helps the reader understand that thankfully means -
prompt	<i>Select the correct answer.</i>
answer_a	showing confusion
answer_b	showing certainty
answer_c	showing gratitude
answer_d	showing sadness

correct_answer_1	c
correct_answer_rationale	<i>Thankful</i> is another word for <i>grateful</i> , which is similar to gratitude. The author uses the word <i>thankfully</i> to show gratefulness or gratitude about the fact that piranhas are indeed not a danger to humans.
incorrect_answer_1	a
incorrect_answer_1_rationale	While piranhas may be confusing to some people, the author is not showing confusion and that is not what <i>thankfully</i> means here.
incorrect_answer_2	b
incorrect_answer_2_rationale	The author may be showing certainty about the subject of piranhas, but that is not what <i>thankfully</i> means here.
incorrect_answer_3	d
incorrect_answer_3_rationale	Being thankful and having gratitude is not related to showing sadness in the context of the text.
scoring	Exact match; 1 point

Grade (if applicable)	3
Unit/Domain	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	https://kids.nationalgeographic.com/animals/mammals/facts/sloth
Lexile/Average Grade Level	Not available at this time
Flesch Kincaid	5.4
Word Count	368
Title	The Slow-Moving Sloth
Author (if applicable)	Nicole O'Donnell

The Slow-Moving Sloth

(1) Sloths are not actually lazy, as their name may lead you to believe, but they are unique. They are best known for their slow movements, but they also process food much slower than other animals. They are quite strong, and they can hang from tree limbs without using energy. They can even sleep while hanging!



<https://commons.wikimedia.org/wiki/File:Bradypus.jpg>

(2) People might say the sloth is lazy because they are one of Earth's slowest moving animals! When it is awake, this animal can be seen hanging motionless from the branches of trees in the jungles of Central and South America. Sloths are so slow that even green algae grow on their long, shaggy fur. Moths, beetles, and other insects have also been known to make sloth's fur their home.

(3) Some animals can move very quickly to run from those that may try to catch and eat them. The sloth, on the other hand, moves so slowly that it is barely noticeable. The sloth's slow movement is a form of protection against predators. Predators that rely on their sight to catch prey, such as hawks and wildcats, do not see the well-camouflaged creature. In fact, the green algae that grows on their fur helps them blend in with their surroundings. This makes them seem even more invisible.



<https://pixabay.com/photos/sloth-costa-rica-puerto-viejo-1879999/>

(4) Sloths spend most of their time in trees. They eat and sleep there. They have long, sharp, curved claws that they use to hold onto the limbs. Special tendons in their hands and feet allow them to lock onto the tree limbs. They are also very strong. They use their claws and strength to move safely and easily from one tree branch to another. Sloths use their sharp claws and teeth to eat a diet of leaves, twigs, berries, fruit, and the occasional insect. Their claws also help protect them if a predator attacks.

(5) Scientists still have much to learn about sloths. They have studied sloths in zoos, but not much in the wild. In fact, scientists have never studied a wild sloth through its entire life. Likely more unique and interesting facts about sloths will be discovered as scientists study them more.

Item #	12
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 read to determine key ideas about sloths.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
question_stem	What details in paragraph 2 support the idea that sloths move very, very slowly?
prompt	<i>Select the correct response</i>
answer_a	They live in South America.
answer_b	They do not climb trees.
answer_c	They process food slowly.
answer_d	Algae grows on their fur.
correct_answer	d

correct_answer_rationale	In paragraph 2, the text states that sloths move so slowly that algae grow on their fur.
incorrect_answer_1	a
incorrect_answer_rationale_1	The details about sloths living in South America are found in paragraph 2, but this does not support the idea that they move very slowly.
incorrect_answer_2	b
incorrect_answer_rationale_2	Paragraph 2 provides the detail they hang motionless in trees, which would indicate they do climb trees.
incorrect_answer_3	c
incorrect_answer_rationale_3	The detail about sloths processing food slowly is found in paragraph 1, not paragraph 2
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 read to determine key ideas about sloths.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
prompt	What key idea about the sloth's claws is supported in paragraph 4?
answer_a	The sloth's sharp claws are necessary for holding limbs, eating, and protection from other animals.
answer_b	The sloth's sharp claws help them dig to find things to eat, as well as make it easier to hang from trees.
answer_c	The sloth's sharp claws are interesting to scientists and are being studied in South America.
answer_d	Sloths do not need sharp claws, as they rely on other animals for food and protection.

correct_answer	a
correct_answer_rationale	Paragraph 4 provides details about how the sloth uses their sharp claws for holding limbs to move from limb to limb, eating, and protection from other animals.
incorrect_answer_1	b
incorrect_answer_rationale_1	Paragraph 4 does not provide details or support for the idea that sloths dig to find things to eat.
incorrect_answer_2	c
incorrect_answer_rationale_2	Scientists do find sloths interesting and study their behavior, but this is not a detail found in paragraph 4 in relation to the sloth's claws.
incorrect_answer_3	d
incorrect_answer_rationale_3	The text does not state that sloths do not need their sharp claws. The details in paragraph 4 provide support for their importance to the sloth's life, particularly protection from other animals, not reliance upon them.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	3.11.D.iii 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:(iii) singular, plural, common, and proper nouns.
Objective	Students will edit drafts for singular and plural nouns.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
question_stem	Read this sentence about the passage. "The sloth's slow movement is a form of protection against predator." What change needs to be made to the sentence.
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	change sloth's to Sloth's
answer_b	change is to are
answer_c	change predator to predators
answer_d	change the period to question mark.

correct_answer	c
correct_answer_rationale	The correct answer is “change predator to predators”. The plural use of predator is the correct usage in this case. If the sentence stated, “The sloth’s slow movement is a form of protection against a predator, then it would be singular.
incorrect_answer_1	a
incorrect_answer_1_rationale	The word sloth’s should not be capitalized in this sentence, as it is not a proper noun.
incorrect_answer_2	b
incorrect_answer_2_rationale	Because the noun “movement” is singular, the word “is” is the correct usage for subject-verb agreement.
incorrect_answer_3	Predators
incorrect_answer_3_rationale	The use of a period in this sentence is used correctly, as this is not an interrogatory statement.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.11.D.i 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:(i) complete simple and compound sentences with subject-verb agreement.
Objective	Students will edit complete simple with subject-verb agreement.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
question_stem	Sloths use their sharp claws and teeth to eat leaves. And they eat the occasional insect. What is the correct way to write these sentences?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Sloths use their sharp claws and teeth to eat leaves, and they eat the occasional insect.
answer_b	Sloths use their sharp claws, and teeth to eat leaves. And they eat the occasional insect.
answer_c	Sloths use their sharp claws and teeth to eat leaves and they eat. The occasional insect.
answer_d	Sloths use their sharp claws and teeth. To eat leaves and they eat the occasional insect.

correct_answer	a
correct_answer_rationale	The correct answer is “Sloths use their sharp claws and teeth to eat leaves, and they eat the occasional insect. This is the correct way to punctuate a compound sentence with a complete subject and predicate.
incorrect_answer_1	b
incorrect_answer_rationale_1	A comma should be placed between the word leaves and the word and, as this is a compound sentence with a coordinating conjunction, joining two independent clauses,
incorrect_answer_2	c
incorrect_answer_rationale_2	The period is incorrectly placed after the word eat, creating a lack of clarity, as it is not clear what else sloths eat besides leaves. The second sentence is incomplete, lacking a verb.
incorrect_answer_3	d
incorrect_answer_rationale_3	Placing a period after the word teeth makes the first sentence complete, but this leaves an awkward phrase “to eat leaves” that does not fit in the next sentence.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.11.D.i 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:(i) complete simple and compound sentences with subject-verb agreement.
Objective	Students will edit drafts for complete sentences with subject verb agreement.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
question stem	Read the sentence from the passage. "In fact, the green algae that grew on their fur helps them blend in with their surroundings." How should this sentence be changed?
prompt	Choose the correct phrase for each word.
answer_a	Delete the comma after fact
answer_b	Change algae to Algae
answer_c	Change grew to grows
answer_d	No change should be made.

correct_answer	c
correct_answer_rationale	To ensure subject verb agreement the word grew, which is in the past tense, needs to be changed to grows, which is in the present tense and agrees with the present tense nouns and the verb "helps."
incorrect_answer_1	a
incorrect_rationale_1	The comma after fact is correct, as this is an introductory phrase.
incorrect_answer_2	b
incorrect_rationale_2	Algae is not a proper noun in this sentence, so it should not be capitalized.
incorrect_answer_3	d
incorrect_rationale_3	The edit needed to be made to the past tense verb, therefore a change was indeed needed to make this a correct sentence with subject-verb agreement.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.2.B.vii 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:(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Objective	Students will spell words by adding inflectional endings.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	A student is writing about the passage, "The Slow-Moving Sloth." The sloth is one of the slowest moved animals on the Earth.
question_stem	What change needs to be made to this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	change Earth to earth
answer_b	change moved to moving
answer_c	change slowest to slow
answer_d	change animals to animal

correct_answer	change moved to moving
correct_answer_rationale	The correct answer is change moved to moving. The verb "is" in the present tense, so the edit needs to be made to change "moved" to "moving".
incorrect_answer_1	a
incorrect_answer_rationale_1	Earth is correctly capitalized in the sentence because it is referring to our planet, which is a proper noun.
incorrect_answer_2	c
incorrect_answer_rationale_2	The superlative form is correct in this sentence and does not require a change.
incorrect_answer_3	d
incorrect_answer_rationale_3	The sentence states that the sloth is one of the animals, which means it fits into this group. It would not make sense to say "Sloth's are one of the slowest-moving animal" because "animals" make up more than one kind.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.3.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 such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> .
Objective	Students will identify the meaning of and use words with affixes.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
question stem	In paragraph 2, the word motionless includes the suffix – less. The suffix helps the reader understand that motionless means -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	active
answer_b	still
answer_c	quiet
answer_d	fast

correct_answer	b
correct_answer_rationale	The correct answer is <i>still</i> . <i>Motionless</i> means without movement.
incorrect_answer_1	a
incorrect_answer_1_rationale	<i>Active</i> would be the opposite of motionless, or still.
incorrect_answer_2	c
incorrect_answer_2_rationale	While something <i>motionless</i> or not moving may be <i>quiet</i> , this is not the meaning of <i>motionless</i> .
incorrect_answer_3	d
incorrect_answer_3_rationale	Fast would be the opposite motionless, as the word fast means that something is moving.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	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 unfamiliar words in a text.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passage, "The Slow-Moving Sloth."
question_stem	What does the word <u>occasional</u> mean in paragraph 4?
prompt	<i>Select the correct answer.</i>
answer_a	often
answer_b	never
answer_c	sometimes
answer_d	always

correct_answer	c
correct_answer_rationale	<i>Occasional</i> is an adjective that means “sometimes but not often.”
incorrect_answer_1	a
incorrect_answer_1_rationale	This is not what <i>occasional</i> means. <i>Often</i> means that something occurs frequently.
incorrect_answer_2	b
incorrect_answer_2_rationale	This is not what <i>occasional</i> means. <i>Never</i> means that it does not happen at all.
incorrect_answer_3	d
incorrect_answer_rationale_3	This is not what <i>occasional</i> means. <i>Always</i> means it happens all the time.
scoring	exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Scales, Feathers, and Fur: Scales, Feathers, and Fur: Animal Classification
TEKS	TEKS 3.6.E 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:(E) make connections to personal experiences, ideas in other texts, and society.
Objective	Students will compare and contrast animals using two texts.
DOK Level	3
Question Type	Short constructed response

PASSAGE

Element	Value
passage_link	
passage_title	Piranhas of Fact and Fiction
passage_title	The Slow-Moving Sloth

QUESTION

Element	Value
stimulus	Refer to the passages, "Piranhas of Fact and Fiction" and "The Slow-Moving Sloth."
question_stem	Read the question carefully. Using the information from "Piranhas of Fact and Fiction" and "The Slow-Moving Sloth" to write a response that explains how sloths are similar and how they are different. Support your answer with evidence from the selection.
prompt	<i>Write your response in the box provided.</i>

2-point correct answer	<ul style="list-style-type: none"> • A complete response identifies ways piranhas and sloths are alike and different. • A complete response will include at least two pieces of supporting evidence from the text. Evidence is accurately used to support the response. • The response and the evidence to support it are based on the text.
1-point correct answer	<ul style="list-style-type: none"> • A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided. • A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer to the prompt.
0-point answer	<ul style="list-style-type: none"> • The response is incorrect. • The response is not based on the text. • No response is provided.
Scoring	See rubric for scoring information.

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