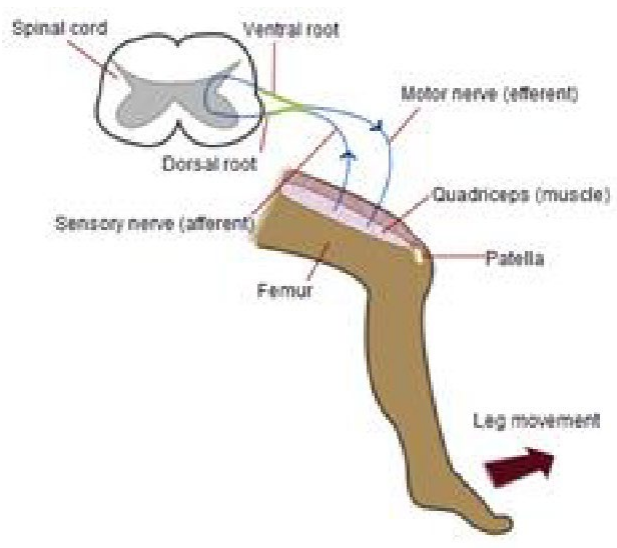


Grade (if applicable)	3
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	<a href="https://kidshealth.org/en/kids/reflexes.html">https://kidshealth.org/en/kids/reflexes.html</a>
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	5.4
Word Count	347
Title	Protective Reflexes
Author (if applicable)	Nicole O'Donnell

### Protective Reflexes

(1) Have you ever done something without even thinking about it first? You may say no, but there are many actions that our body does involuntarily. For example, we do not think about it when we breathe. When our hearts pump blood, we may not even notice the movement it makes in our pulse. But what if you misplaced your hand on a hot stove? Would you stop and think whether moving it would be a good idea first?

(2) Reflexes are actions that our body makes automatically. When we touch something that is very hot or cold, we move our hands away. When something flies toward our faces, we close our eyes. When we breathe dust, we cough or sneeze. We don't think about what we're doing first. Instead, our bodies step in to protect us from getting burned or frozen, hurting our eyes, or irritating our noses and throats.



<https://commons.wikimedia.org/wiki/File:Patellar-knee-reflex.png>

(3) Healthy people have many reflexes that their bodies perform. Most of these we are born with, but a few develop over time. When you go to the doctor for a check-up, he or she might take a small rubber hammer and tap your knee with it. If your reflexes are in good shape, your leg and foot will move when the hammer hits your knee without your having to move them on purpose.

(4) When the doctor does this, he or she is checking your deep tendon reflex (DTR). The tendon in your knee and the muscle that connects to it in your leg are stretched. And when this happens, your spinal cord gets the message and responds by telling your muscle to contract. When the muscle contracts, your leg moves.

(5) So how does this reflex protect us? It keeps us from becoming unbalanced. The DTR straightens the knee and helps a person stand without falling. If the DTR is in good condition, it usually means there aren't any disorders in the nervous system. Other joints, like the elbows, wrists, and ankles, have similar tendons. They can also be used to test this reflex.

<b>Item #</b>	1
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	TEKS 3.3.C 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: (v) decoding words using knowledge of prefixes.
<b>Objective</b>	Students will decode words to identify a prefix.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Protective Reflexes."
question_stem	Reread the following sentence from paragraph 1.  "But what if you <u>misplaced</u> your hand on a hot stove?"  What prefix does the word <u>misplaced</u> use?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	m-
answer_b	mis-
answer_c	mi-
answer_d	misp-
correct_answer	mis-

correct_answer_rationale	The prefix <i>mis-</i> means wrongly.
incorrect_answer_1	a
incorrect_answer_1_rationale	This is not a prefix.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is not a prefix.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is not a prefix.
scoring	Exact match; 1 point

<b>Item #</b>	2
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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> .
<b>Objective</b>	Students will identify the meaning of prefixes.
<b>DOK Level</b>	2
<b>Question Type</b>	Table Match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Protective Reflexes."
question_stem	Reread the following sentence from paragraph 5.  "It keeps us from becoming <u>unbalanced</u> ."  In paragraph 5, the prefix un- helps the reader understand that <u>unbalanced</u> means -
prompt	Select the <b>best</b> answer.
answer_a	Balanced again
answer_b	Able to balance
answer_c	Full of balance
answer_d	Not balanced
correct_answer	d

correct_answer_rationale	The prefix <i>un-</i> means not, so not balanced is the correct answer.
incorrect_answer_1	a
incorrect_answer_1_rationale	That is not what <i>un-</i> means. To balance again would be rebalance.
incorrect_answer_2	b
incorrect_answer_2_rationale	That is not what <i>un-</i> means. To be able to balance would be balanceable.
incorrect_answer_3	c
incorrect_answer_3_rationale	That is not what <i>un-</i> means. The use of the suffix <i>-ful</i> would be incorrect usage for “full of balance.” We would say well-balanced.
scoring	Exact match; 1 point

<b>Item #</b>	3
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students will determine a key idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Protective Reflexes."
question_stem	Which of the following best describes the central idea of this passage?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	Yes
answer_a	Doctors need to test our reflexes.
answer_b	We don't know enough about reflexes.
answer_c	Everybody should learn about their reflexes.
answer_d	Reflexes help keep our bodies safe.
correct_answer	d
correct_answer_rationale	The passage explains what reflexes are and how they keep our bodies safe.
incorrect_answer_1	a

incorrect_answer_1_rationale	The passage describes how doctors test our reflexes, but this is not the central idea.
incorrect_answer_2	b
incorrect_answer_2_rationale	The author explains reflexes, but does not say that we don't know enough about them.
incorrect_answer_3	c
incorrect_answer_3_rationale	The author might agree with this, but it is not the central idea of the passage.
scoring	Exact match; 1 point



<b>Item #</b>	4
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students will use text evidence to support a response.
<b>DOK Level</b>	2
<b>Question Type</b>	Hot text

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Protective Reflexes."
question_stem	Read this text from paragraph 5.  [The DTR straightens the knee and helps a person stand without falling.] [If the DTR is in good condition, it usually means there aren't any disorders in the nervous system.] [Other joints, like the elbows, wrists, and ankles, have similar tendons.] [They can also be used to test this reflex.]  Choose the sentence that best supports the idea that checking the DTR (deep tendon reflex) gives information about other parts of the body.
prompt	Select the <b>best</b> answer.
correct_answer	If the DTR is in good condition, it usually means there aren't any disorders in the nervous system.

correct_answer_rationale	Because a doctor can infer that there aren't any disorders in the nervous system by testing the DTR, we know that the DTR gives the doctor information about other parts of the body.
incorrect_answer_1	[The DTR straightens the knee and helps a person stand without falling.]
incorrect_answer_1_rationale	This explains what the DTR does but not how it relates to other body parts.
incorrect_answer_2	[Other joints, like the elbows, wrists, and ankles, have similar tendons.]
incorrect_answer_2_rationale	This explains something DTR and other joints have in common but does not give information about other parts of the body.
incorrect_answer_3	[They can also be used to test this reflex.]
incorrect_answer_3_rationale	This explains why other joints are important but does not make a connection between the DTR and other body parts.
scoring	Exact match; 1 point

<b>Item #</b>	5
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students use text evidence to support an appropriate response.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Protective Reflexes."
question_stem	According to the text, what body part does the blinking reflex protect?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	Mouth
answer_b	Nose
answer_c	Ears
answer_d	Eyes
correct_answer	d
correct_answer_rationale	The text states that when something flies toward our faces, we close our eyes.
incorrect_answer_1	a
incorrect_answer_1_rationale	Blinking does not protect the mouth.

incorrect_answer_2	b
incorrect_answer_2_rationale	Blinking does not protect the nose.
incorrect_answer_3	c
incorrect_answer_3_rationale	Blinking does not protect the ears.
scoring	Exact match; 1 point

<b>Item #</b>	6
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students use text evidence to respond.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Protective Reflexes."
question_stem	According to text, what connects your knee to your leg?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	Yes
answer_a	wrist
answer_b	tendon
answer_c	Pulse
answer_d	Ankle
correct_answer	b
correct_answer_rationale	Paragraph 4 states, "The tendon in your knee and the muscle that connects to it in your leg are stretched."
incorrect_answer_1	a
incorrect_answer_1_rationale	The wrist is also a joint, but it is not in the knee.

incorrect_answer_2	c
incorrect_answer_2_rationale	The pulse is not a body part; it is something doctors can measure throughout the body.
incorrect_answer_3	d
incorrect_answer_3_rationale	The ankle is also a joint, but it is not in the knee.
scoring	Exact match; 1 point

<b>Item #</b>	7
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students use text evidence to support a response.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Protective Reflexes."
question_stem	According to paragraph 5, checking our reflexes in tendons in the knee and elbow can provide information about the -
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	Yes
answer_a	nervous system
answer_b	circulatory system
answer_c	respiratory system
correct_answer	a
correct_answer_rationale	Paragraph 5 says, "If the DTR is in good condition, it usually means there aren't any disorders in the nervous system."
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage does not describe how these tests are related to the circulatory system.
incorrect_answer_2	c

incorrect_answer_2_rationale	The passage does not describe how these tests are related to the respiratory system.
scoring	Exact match; 1 point

<b>Item #</b>	8
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students will edit drafts for plural nouns.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Protective Reflexes."
question_stem	A student wrote this sentence in response to the text.  Other joints, like the elbows, wrists, and ankles, have similar tendon.  What change needs to be made to this sentence?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	Remove the comma after elbows.
answer_b	Change <b>tendon</b> to <b>tendons</b> .
answer_c	Change the period to a question mark.



answer_d	Capitalize the word <b><i>tendon</i></b> .
correct_answer	b
correct_answer_rationale	<i>Tendon</i> is a common noun whose plural is made by adding -s.
incorrect_answer_1	a
incorrect_answer_1_rationale	The comma is correct in this sentence, so this change is not needed.
incorrect_answer_2	c
incorrect_answer_2_rationale	This sentence is not a question, so this change is not needed.
incorrect_answer_3	d
incorrect_answer_3_rationale	The word “tendon” is not a proper noun in this sentence, so this change is not needed.
scoring	Exact match; 1 point

<b>Item #</b>	9
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students will identify the correct form of a plural noun.
<b>DOK Level</b>	2
<b>Question Type</b>	Table Match

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Protective Reflexes."
question_stem	Read this statement about the passage.  Doctors check the reflexes of a man, a woman, and a child.
prompt	Select the <b>correct</b> plural form for each singular noun. Not all words will be used.

	<b>men</b>	<b>women</b>	<b>children</b>	<b>mans</b>	<b>womans</b>	<b>childs</b>
man						
woman						
child						

#### correct answer (key)

	<b>men</b>	<b>women</b>	<b>children</b>	<b>mans</b>	<b>womans</b>	<b>childs</b>
man	X	X	X			
woman						
child						

correct_answer	The correct plural forms of these nouns are <i>men</i> , <i>women</i> , and <i>children</i> .
correct_answer_rationale	These words are nouns that are categorized as irregular plural nouns.
incorrect_answer_1	<i>mans</i>
incorrect_answer_1_rationale	This is not the correct plural form of <i>man</i> .
incorrect_answer_2	<i>womans</i>
incorrect_answer_2_rationale	This is not the correct plural form of <i>woman</i> .
incorrect_answer_3	<i>childs</i>
incorrect_answer_3_rationale	This is not the correct plural form of <i>child</i> .
scoring	partial match; 1 point (.33 each)

<b>Item #</b>	10
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students will edit drafts for plural nouns.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Protective Reflexes."
question_stem	A student wrote this sentence about the passage.  "The DTR straightens the knee and helps peoples stand without falling."  What change needs to be made in this sentence?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	Change <b>peoples</b> to <b>people</b>
answer_b	Change <b>straightens</b> to <b>straighten</b>
answer_c	Change <b>helps</b> to <b>help</b>
answer_d	Change the period to a question mark.
correct_answer	a

correct_answer_rationale	The answer choice that correctly forms the plural of person is people. This is considered an irregular plural.
incorrect_answer_1	b
incorrect_answer_1_rationale	“straightens” is used correctly in this sentence, so this change is not needed
incorrect_answer_2	c
incorrect_answer_2_rationale	“helps” is used correctly in this sentence, so this change is not needed
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence is not a question, so this change is not needed
scoring	Exact match; 1 point

<b>Item #</b>	11
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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> .
<b>Objective</b>	Students will identify the meaning of a prefix.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Protective Reflexes."
question_stem	Reread the following sentence from the passage.  You may say no, but there are many actions that our body does <u>involuntarily</u> .  The word <u>involuntarily</u> means that the action –
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	is done over and over again
answer_b	is done without having to think about it
answer_c	is done before
answer_d	is done after
correct_answer	b

correct_answer_rationale	The prefix <i>in-</i> means not.
incorrect_answer_1	a
incorrect_answer_1_rationale	The prefix <i>in-</i> means “not”. Something done over and over again would most likely begin with the prefix “re-”.
incorrect_answer_2	c
incorrect_answer_2_rationale	The prefix <i>in-</i> means “not”. Something done before would most likely begin with the prefix “pre-”.
incorrect_answer_3	d
incorrect_answer_3_rationale	The prefix <i>in-</i> means “not”. Something done after would most likely begin with the prefix “post-”.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Systems and Senses
TEKS	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 identify the correct plural noun.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Protective Reflexes

#### QUESTION

Element	Value
stimulus	Refer to the passage "Protective Reflexes."
question_stem	A student wrote this sentence about the passage.  "If your reflexes are in good shape, your legs and foots will move when the hammer hits your knees without your having to move them on purpose."  What change needs to be made to this sentence?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	Change <b>foots</b> to <b>feet</b>
answer_b	Change <b>when</b> to <b>if</b>
answer_c	Change <b>your</b> to <b>ours</b>



correct_answer	a
correct_answer_rationale	The plural form of <i>foot</i> is <i>feet</i> .
incorrect_answer_1	b
incorrect_answer_1_rationale	“when” is used correctly in this sentence, so this change is not needed
incorrect_answer_2	c
incorrect_answer_2_rationale	“your” is used correctly in this sentence, so this change is not needed
scoring	Exact match; 1 point

Grade (if applicable)	3
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	<a href="https://kidshealth.org/en/kids/heart.html">https://kidshealth.org/en/kids/heart.html</a>
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	6.1
Word Count	382
Title	The Circulatory System (The Body's Oxygen Delivery System)
Author (if applicable)	Nicole O'Donnell

### **The Circulatory System (The Body's Oxygen Delivery System)**

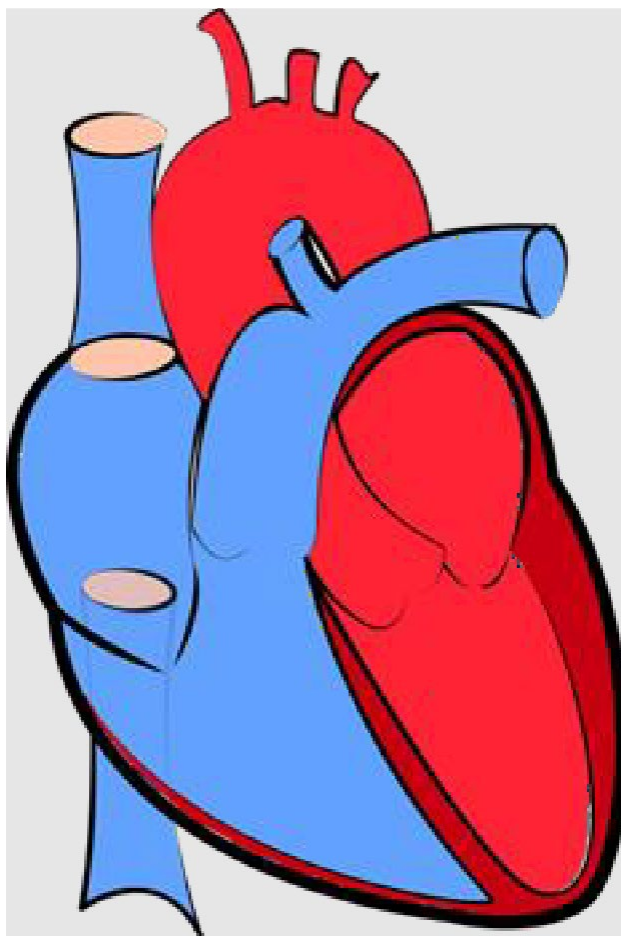
(1) The typical human body has more than 600 muscles, and these muscles work very hard. Sometimes, if you run far or exercise for a long time, you may find that your muscles become sore. That's a sign your arm and leg muscles need to rest and heal. But there is one muscle in your body that never, ever stops working, even when you're sleeping. That muscle is your heart.



[https://commons.wikimedia.org/wiki/File:Vein\\_art\\_near.png](https://commons.wikimedia.org/wiki/File:Vein_art_near.png)

(2) The heart has a much different role from your other muscles. It forms the center of your circulatory system. Other parts of the circulatory system include your veins and arteries, which are attached to the heart. These blood vessels form a network through your entire body. The circulatory system not only delivers nutrients and oxygen to all cells in the body but also carries carbon dioxide and other wastes away. The heart is where the blood leaves and returns after it has finished circulating.

(3) The circulatory system pumps blood through your body in two different loops. The first loop is through your lungs, and the second loop is through the rest of your body. These loops are connected by the heart, which pumps the blood and exchanges oxygen and carbon dioxide. The heart is a complex organ, with four chambers to do all of this work.



<https://pixabay.com/vectors/human-heart-blood-flow-1700453/>

(4) It takes the heart less than a minute to pump blood through the entire body. Blood delivers oxygen to every cell in the body. Cells need oxygen to stay alive, and to generate the energy used for life functions. But that's not all the blood does. It also picks up other materials like carbon dioxide and carries them away from the cells. Too much carbon dioxide can disturb the cell's processes, so the blood also keeps the body clean. Before returning to the heart, the

blood takes a trip to the lungs. With each breath we take, we inhale the oxygen that our blood delivers to our body's cells. We also exhale the carbon dioxide that the blood picks up.

(5) So, every time you breathe or feel your heartbeat, think about how hard your heart and blood vessels are working. Delivering oxygen to every cell in the body is a hard job—and doing it in only a minute is even harder!

<b>Item #</b>	13
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	TEKS 3.9.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 with supporting evidence.
<b>Objective</b>	Students will identify the central idea and supporting details.
<b>DOK Level</b>	2
<b>Question Type</b>	Multipart

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Protective Reflexes

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Protective Reflexes."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B.  Part A  What is the central idea of the article?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	The heart, a muscle at the center of your circulatory system, works all the time to deliver nutrients and oxygen to cells and take carbon dioxide and other wastes away.
answer_b	The heart is a muscle that is like a pump, and it takes less than a minute to pump blood through the entire body.
answer_c	The heart is a muscle that has both similarities and differences to other muscles.
answer_d	The heart is connected to the lungs as well as the rest of the body and is connected in two loops of veins and arteries.

correct_answer	a
correct_answer_rationale	The article focuses on the heart and the circulatory system and its primary functions.
incorrect_answer_1	b
incorrect_answer_1_rationale	While the passage does state that the heart is a pump and it takes less than a minute to pump blood through the entire body, this is just one of the details that it shares to support its central idea.
incorrect_answer_2	c
incorrect_answer_2_rationale	While the passage does state that the heart is a muscle with some similarities and differences to other muscles, this is just one small detail supporting the central idea.
incorrect_answer_3	d
incorrect_answer_3_rationale	While the passage does describe the heart's structure, this is just one of the details that it shares to support its central idea.
scoring	Exact match; 1 point
question_stem	Part B  Which sentence from the article best supports the answer to Part A?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	<i>But there is one muscle in your body that never, ever stops working, even when you're sleeping. (paragraph 1)</i>
answer_b	<i>Other parts of the circulatory system include your veins and arteries, which are attached to the heart. (paragraph 2)</i>
answer_c	<i>The heart is a complex organ, with four chambers to do all of this work. (paragraph 3)</i>
answer_d	<i>Cells need oxygen to stay alive, and to generate the energy used for life functions. (paragraph 4)</i>
correct_answer	a
correct_answer_rationale	The correct answer is " <i>But there is one muscle in your body that never, ever stops working, even when you're sleeping.</i> " This sentence supports that the heart works all of the time, one of the central ideas of the passage.
incorrect_answer_1	b
incorrect_answer_1_rationale	This sentence does not support the central idea that the heart works all of the time as part of your circulatory system to deliver nutrients and oxygen to cells and to take carbon dioxide and other wastes away.
incorrect_answer_2	c

incorrect_answer_2_rationale	This sentence only partially supports the central idea that the heart works all of the time as part of your circulatory system to deliver nutrients and oxygen to cells and to take carbon dioxide and other wastes away.
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence only partially supports the central idea that the heart works all of the time as part of your circulatory system to deliver nutrients and oxygen to cells and to take carbon dioxide and other wastes away.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Systems and Senses
TEKS	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 a draft for the correct plural form of a noun.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The Circulatory System

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The Circulatory System."
question_stem	A student wrote this sentence about the passage.  These loop are connected by the heart, which pumps the blood and exchanges oxygen and carbon dioxide.  What change needs to be made to this sentence?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	Change <b>by</b> to <b>for</b>
answer_b	Change <b>loop</b> to <b>loops</b>
answer_c	Change <b>These</b> to <b>these</b>
correct_answer	b
correct_answer_rationale	The correct plural form of loop is loops.
incorrect_answer_1	a
incorrect_answer_1_rationale	"by" is used correctly in this sentence, so this change is not needed
incorrect_answer_2	c
incorrect_answer_2_rationale	"These" is capitalized correctly in this sentence, so this change is not needed
scoring	Exact match; 1 point



<b>Item #</b>	15
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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> .
<b>Objective</b>	Students will use prefixes to determine word meaning.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Circulatory System

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Circulatory System."
question_stem	"Before <u>returning</u> to the heart, the blood takes a trip to the lungs."  In this sentence, the word <u>returning</u> includes the prefix re-. The prefix helps the reader understand that <u>returning</u> means -
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	coming back
answer_b	coming again
answer_c	coming before
answer_d	coming after
correct_answer	b
correct_answer_rationale	The prefix <i>re-</i> means again.

incorrect_answer_1	a
incorrect_answer_1_rationale	This is not what <i>re-</i> means. To not come back would require the prefix <i>un-</i> which would make this the opposite of coming again.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is not what <i>re-</i> means. To come before would require the prefix <i>pre-</i> , which would be the inaccurate use of the prefix.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is not what <i>re-</i> means. To come after would require the prefix <i>post-</i> , which would be an inaccurate use of the prefix.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	The Human Body: Systems and Senses
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 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	The Circulatory System

#### QUESTION

Element	Value
stimulus	Refer to the passage "The Circulatory System."
question_stem	According to the text, what key idea does the reader learn about the heart?
prompt	<i>Select the <b>correct</b> answer.</i>
randomize_answer_choices	Yes
answer_a	The heart is a muscle at the center of the circulatory system.
answer_b	The heart must take time to rest and heal when you are sleeping.
answer_c	The heart takes a long time to pump blood through the entire body.
answer_d	The heart creates carbon dioxide and carries this to the cells.
correct_answer	a
correct_answer_rationale	The passage states that the heart has a much different role from your other muscles. It forms the center of your circulatory system.
incorrect_answer_1	b

incorrect_answer_1_rationale	The heart continues to do its job even when we are sleeping. It never stops working and never takes a rest.
incorrect_answer_2	c
incorrect_answer_2_rationale	It takes the heart less than a minute to pump blood through the entire body.
incorrect_answer_3	d
incorrect_answer_3_rationale	The heart pumps carbon dioxide away from cells, not to the cells.
scoring	Exact match; 1 point

<b>Item #</b>	17
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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> .
<b>Objective</b>	Students will identify the meaning of words with affixes.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Circulatory System

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Circulatory System."
question_stem	Reread the following sentence from paragraph 1.  But there is one muscle in your body that never, ever stops working, even when you're <u>sleeping</u> .  The suffix -ing helps the reader know that the word <u>sleeping</u> means -
prompt	Select the <b>best</b> answer.
Randomize_answer_choices	Yes
answer_a	not asleep
answer_b	asleep again
answer_c	slept yesterday
answer_d	in a state of sleep
correct_answer	d
correct_answer_rationale	The prefix -ing notes an action. In this case, being in a state of sleep.
incorrect_answer_1	a
incorrect_answer_1_rationale	"-ing" means an action or process. In this sentence, it means being in the state of sleep, as opposed to not asleep.
incorrect_answer_2	b

incorrect_answer_2_rationale	“-ing” means an action or process. In this sentence, it means being in the state of sleep, as opposed to asleep again.
incorrect_answer_3	c
incorrect_answer_3_rationale	“-ing” means an action or process. In this sentence, it means being in the state of sleep, as opposed to slept yesterday.
scoring	Exact match; 1 point

<b>Item #</b>	18
<b>Discipline</b>	ELA
<b>Grade Level</b>	3
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Human Body: Systems and Senses
<b>TEKS</b>	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.
<b>Objective</b>	Students will edit to eliminate an irrelevant sentence in a paragraph.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Circulatory System

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The Circulatory System."
question_stem	A student has included an extra sentence in this written response.  (1The heart is a very important organ in the body. (2) It is what keeps your blood flowing and your organs going. (3) The lungs allow us to breathe and bring oxygen into our bodies. (4) The heart pumps blood through the body in less than 60 seconds.  Which sentence should be deleted from this response?
prompt	Select the correct response.
answer_a	Sentence 1
answer_b	Sentence 2
answer_c	Sentence 3
answer_d	Sentence 4
correct_answer	c

correct_answer_rationale	The lungs allow us to breathe and bring oxygen into our bodies. The topic of the response is the heart and not the lungs.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence is the topic sentence about the heart and is the key idea that the details support.
incorrect_answer_2	b
incorrect_answer_2_rationale	This sentence reflects a key detail about how the heart works.
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence reflects an additional key detail about how the heart works.
scoring	Exact match; 1 point



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