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|---------------------------------------|---------------------------|
| Grade | 3 |
| Unit/Domain | Ancient Roman |
| Copyright (Original or Public Domain) | Original |
| Lexile/Average Grade Level | Unavailable at this time. |
| Flesch Kincaid | 6.8 |
| Word Count | 384 |
| Title | Rome and the Punic Wars |
| Author | Allen Woods |

Rome and the Punic Wars

(1) Rome was just a small town when it became a republic in 509 BCE. A few hundred years later, that small town controlled much territory around the Mediterranean Sea.

(2) How did this happen? The story of this remarkable transformation is complex. But some of the most important parts of this transformation were the wars of Rome. Of these wars, the most important were those between Rome and Carthage. We call these wars the Punic Wars.

Carthage

(3) The name “Punic” comes from the Latin word *punicci*, which means “Phoenician.” The Phoenicians were originally from an area in the Middle East. Starting around 800 BCE, the Phoenicians began to sail around the Mediterranean Sea, setting up colonies as they went. One of their North African colonies was known as Carthage. By the year 300 BCE, Carthage controlled much of the trade across the large sea.



<https://www.shutterstock.com/image-photo/ruins-ancient-antique-city-carthage-tunisia-2034565769>

Caption: Carthage was located on the Mediterranean Sea.

The First Punic War

(4) Around the same time that Carthage was becoming very powerful, Rome was also expanding. Rome had been fighting wars in Italy for centuries. By 270 BCE, Rome controlled much of the Italian peninsula. This made Rome a natural competitor of Carthage. War between these two groups began in the year 264 BCE. They fought for over two decades. By 241 BCE, Carthage finally asked for peace. With this victory, Carthage had to give Rome a new territory: the island of Sicily.

The Second Punic War

(5) The peace between Carthage and Rome was hard to keep. Both sides distrusted each other. In the end, war broke out again in 218 BCE. This war was also very long. It didn't end until 201 BCE. But the most famous event in this war happened at the beginning. The brilliant Carthaginian general, Hannibal, marched an army with war elephants across the snow-tipped Alps and into Italy itself. Ultimately, however, Carthage lost this war, too. Just like the first war, Carthage had to give Rome new territory. This time Carthage lost territory in Europe and even in Africa.



Image link not available

Caption: Hannibal's army set out from southern Spain. It crossed two major mountain ranges, the Pyrenees and Alps, and fought several major battles, before arriving in Italy. After fighting its way down the Italian peninsula, Hannibal's army sailed home to Carthage.

The Third Punic War

(6) The final Punic war was the shortest (149–146 BCE). Carthage was not prepared to fight. But Rome wanted war. Again, Rome won. After the third war, Carthage was destroyed and lost everything to the Romans. This made Rome the master of the Mediterranean Sea.

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| Item # | 1 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| 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 describe the relationship between events in ancient Rome. |
| DOK Level | 2 |
| Question Type | Multipart |

PASSAGE

| Element | Value |
|----------------|-------------------------|
| passage_link | |
| passage_title | Rome and the Punic Wars |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Rome and the Punic Wars." |
| question_stem | This question has two parts. First, answer Part A. Then, answer Part B. Part A What was a major cause of the First Punic War? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | Rome and Carthage both grew powerful as they expanded around the Mediterranean Sea. |
| answer_b | The Carthaginian general Hannibal marched an army with elephants into Italy. |
| answer_c | Phoenicians sailing around the Mediterranean Sea set up a colony in North Africa. |
| answer_d | The small town of Rome changed its form of government to become a republic. |
| correct_answer | a |
| correct_answer_rationale | The correct answer is "Rome and Carthage both grew powerful as they expanded around the Mediterranean Sea." |

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| | Rome and Carthage were expanding at the same time and began competing with each other for land and supplies. |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | Hannibal marched an army with elephants into Italy during the second Punic War. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | When the Phoenicians sailed around and set up a colony, that was not a problem for Rome. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Rome became a republic hundreds of years before the First Punic War. |
| scoring | Exact match; 1 point |
| question_stem | Part B Which sentence from paragraphs 3 and 4 best supports the answer to Part A? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | <i>By the year 300 BCE, Carthage controlled much of the trade across the large sea. (paragraph 3)</i> |
| answer_b | <i>Rome had been fighting wars in Italy for centuries. (paragraph 4)</i> |
| answer_c | <i>This made Rome a natural competitor of Carthage. (paragraph 4)</i> |
| answer_d | <i>War between these two groups began in the year 264 BCE. (paragraph 4)</i> |
| correct_answer | c |
| correct_answer_rationale | The correct answer is “ <i>This made Rome a natural competitor of Carthage. (paragraph 4)</i> ” This sentence supports the idea that as the power of each city expanded, the competition sparked the war. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This sentence builds context about Carthage’s power but does not directly support the cause of the First Punic War. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | This is a detail about the history of Rome and is not related to the first Punic War. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This sentence states when the war began but does not provide a reason for the start of the war. |
| scoring | Exact match; 1 point |

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| Item # | 2 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| 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 describe the relationship between events in ancient Rome. |
| DOK Level | 2 |
| Question Type | Multiple Select |

PASSAGE

| Element | Value |
|---------------|-------------------------|
| passage_link | |
| passage_title | Rome and the Punic Wars |

QUESTION

| Element | Value |
|------------------------------|---|
| stimulus | Refer to the passage, "Rome and the Punic Wars." |
| question_stem | What were the effects of the Punic Wars? |
| prompt | <i>Select three correct answers.</i> |
| randomize_answer_choices | yes |
| answer_a | Rome gained much territory. |
| answer_b | Carthage stopped using elephants for war. |
| answer_c | Carthage lost the wars and much power. |
| answer_d | Rome controlled the Mediterranean Sea. |
| answer_e | Carthage prepared to fight more wars against Rome. |
| correct_answer | a, c, d |
| correct_answer_rationale_all | Rome gained territory and controlled the Mediterranean, while Carthage lost the wars and much power. |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | In paragraph 5, the text states that Hannibal marched an army with war elephants across the snow-tipped Alps and into Italy, which does not indicate that Carthage stopped using elephants for war. |
| incorrect_answer_2 | e |

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| incorrect_answer_2_rationale | In paragraph 6, the text states that Carthage was not prepared to fight the Third Punic War, giving Rome more power. |
| scoring | Partial match per response; 1 point (.33 each) |

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| Item # | 3 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts –genres. 3.9D The student is expected to recognize characteristics and structures of informational text including: (i) the central idea with supporting evidence. |
| Objective | Students will identify a central idea. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| | |
|----------------|-------------------------|
| Element | Value |
| passage_link | |
| passage_title | Rome and the Punic Wars |

QUESTION

| | |
|------------------------------|--|
| Element | Value |
| stimulus | Refer to the passage, "Rome and the Punic Wars." |
| question_stem | What is the central idea of the passage? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | The Punic Wars showed that others were nearly as strong as Rome. |
| answer_b | The Punic Wars forced Carthage to improve its armies. |
| answer_c | The Punic Wars used up much of Rome's strength. |
| answer_d | The Punic Wars were extremely important in Rome's rise to power in the Mediterranean area. |
| correct_answer | d |
| correct_answer_rationale | The correct answer is "The Punic Wars were extremely important in Rome's rise to power in the Mediterranean area." The details support the idea that Rome became very powerful and did so because of the Punic Wars. |
| incorrect_answer_1 | a |
| Incorrect_answer_1_rationale | The Punic Wars showed that Carthage's power was waning and that they continued to lose to Rome. |
| incorrect_answer_2 | b |

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| incorrect_answer_2_rationale | The Punic Wars did not force Carthage to strengthen their armies, but only weakened them. The text states that in the Third Punic War, Carthage was not prepared to fight at all. |
| incorrect_answer_3 | c |
| incorrect_answer_3_rationale | With each battle, Rome became more powerful and gained control over more and more territory. |
| scoring | Exact match; 1 point |

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| Item # | 4 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.6.G Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. G: The student is expected to evaluate details read to determine key ideas. |
| Objective | Students will evaluate details read to determine key ideas. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------|
| passage_link | |
| passage_title | Rome and the Punic Wars |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Rome and the Punic Wars." |
| question_stem | Which detail supports the key idea that Carthage was a major competitor of Rome? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | Carthage controlled much of the trade across the Mediterranean Sea by 300 BCE. |
| answer_b | Rome became a republic in 509 BCE and its government allowed it to control much of the Mediterranean. |
| answer_c | Carthage was founded as a colony by Phoenician sailors and because of its nearness to the sea, it became powerful. |
| answer_d | Carthage was not prepared to fight the Third Punic War because it did not take Rome seriously enough. |
| correct_answer | a |
| correct_answer_rationale | One of the passage's central ideas is that Rome and Carthage fought three major wars because they were "natural competitors." This detail helps show why Rome would view Carthage as a competitor for power around the Mediterranean Sea. |
| incorrect_answer_1 | b |

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| incorrect_answer_1_rationale | Rome becoming a republic and controlling so much of the Mediterranean is not a detail that supports the idea that Carthage was a major competitor of Rome. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | Carthage did not become a major competitor of Rome simply because the Phoenicians set up colonies around the Mediterranean Sea. It was because they controlled so much of the trade. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Carthage not being prepared to fight the Third Punic War shows that they were becoming less of a competitor with Rome. |
| scoring | Exact match; 1 point |

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| Item # | 5 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.10.C 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: (C) explain the author's use of print and graphic features to achieve specific purposes. |
| Objective | Students will explain the author's use of graphic features to achieve specific purposes. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-------------------------|
| passage_link | |
| passage_title | Rome and the Punic Wars |

QUESTION

| Element | Value |
|----------------|--|
| stimulus | Refer to the passage, "Rome and the Punic Wars." |
| question_stem | Review the image that shows Carthage. |

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| | <p>Image link not available</p> |
| | What is the most likely reason the author includes this map? |
| prompt | Select the best answer. |
| randomize_answer_choices | yes |
| answer_a | To show that the location of Carthage put it too close to Rome |
| answer_b | To suggest that the Romans could travel to Spain easily across the Mediterranean Sea |
| answer_c | To suggest that Carthage preferred to fight sea battles rather than land battles |
| answer_d | To show the route that Hannibal and his army took from Spain to Carthage |
| correct_answer | d |
| correct_answer_rationale | The correct answer is “To show the route that Hannibal and his army took from Spain to Carthage.” This is included to show Hannibal’s long journey from Spain, all of the battles along the way and his final destination to Carthage during the Second Punic War. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | The proximity of Rome to Carthage is not an important detail regarding the Second Punic War. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | The passage does not include information about Romans traveling to Spain across the Mediterranean Sea. |
| incorrect_answer_3 | c |
| incorrect_answer_3_rationale | The map clearly shows Hannibal’s route was by land and the battles that ensued were also on land, not the sea. |
| scoring | Exact match; 1 point |

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| Item # | 6 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.12.C Composition: listening, speaking, reading, writing, and thinking using multiple texts - genre. The students will use genre characteristics and craft to compose multiple texts that are meaningful. Student is expected to compose argumentative texts including opinion essays, using genre characteristics and craft. |
| Objective | Students will compose an argumentative text about the Roman Empire. |
| DOK Level | 3 |
| Question Type | Extended Constructed Response |

PASSAGE

| Element | Value |
|----------------|-------------------------|
| passage_link | |
| passage_title | Rome and the Punic Wars |

EXTENDED CONSTRUCTED RESPONSE

| Element | Value |
|----------------|---|
| stimulus | Refer to the passage, "Rome and the Punic Wars." |
| question_stem | <p>Read the selection "Rome and the Punic Wars." Based on the information in the article, write a response to the following:</p> <p>Were the Punic Wars good for Rome?</p> <p>Write a well-organized opinion composition that uses specific evidence from the article to support your answer.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • clearly state your claim • organize your writing • develop your ideas that support your opinion in detail • use evidence from the selection in your response • use correct spelling, capitalization, punctuation, and grammar <p>Manage your time carefully so that you can:</p> <ul style="list-style-type: none"> • review the selection • plan your response • write your response • revise and edit your response |

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| prompt | Write your response in the box provided. | |
| scoring rubric | Points | Content Development |
| | 3 | <ul style="list-style-type: none"> • Central claim is clear and fully developed • Organization is effective • Evidence is specific, well chosen, and relevant • Expression of ideas is clear and effective |
| | 2 | <ul style="list-style-type: none"> • Central claim is present and somewhat developed • Organization is limited • Evidence is limited and may include some irrelevant information • Expression of ideas is basic |
| | 1 | <ul style="list-style-type: none"> • Central claim is not evident or not developed • Organization is minimal and/or weak • Evidence is insufficient and/or mostly irrelevant • Expression of ideas is ineffective |
| | 0 | <ul style="list-style-type: none"> • Central claim may be evident • The response lacks an introduction and conclusion • An organizational structure is not evident • Evidence is not provided or irrelevant • Expression of ideas is unclear and/or incoherent <p><i>Note that if a response receives an 0 in Development, the response will also earn 0 points in the Conventions trait.</i></p> |
| | | Language Conventions |
| | 2 | <p>Student writing demonstrates <u>consistent command</u> of grade-level appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling |
| | 1 | <p>Student writing demonstrates <u>inconsistent command</u> of grade-level appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling |

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| | 0 | <p>Student writing demonstrates <u>little to no command</u> of grade-level appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling |
| scoring | See rubric for scoring information | |

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|---------------------------------------|------------------------------------|
| Grade | 3 |
| Unit/Domain | Unit 4: Ancient Roman Civilization |
| Copyright (Original or Public Domain) | Original |
| Lexile/Average Grade Level | Unavailable at this time. |
| Flesch Kincaid | 4.4 |
| Word Count | 448 |
| Title | Jupiter and the Bee (a Roman Myth) |
| Author | Joel Webb |

Jupiter and the Bee (a Roman Myth)

(1) Today, everyone knows that bees can be dangerous. They can sting with their small stinger, and they will sting to protect their honey. Unfortunately for bees, if they decide to use their stinger in this way, they soon die.

(2) But, according to the ancient Romans, long ago the bees had no protection at all. One queen bee was very upset about this and decided she would do something about it.



<https://pixabay.com/photos/bee-insect-sunflower-yellow-summer-1948684/>

(3) One day, after watching a woman steal all the honey she and her friends had spent weeks collecting, the honeybee set out to seek the help of the gods. She headed straight to the Roman god Jupiter's palace.

(4) Jupiter was not used to listening to small creatures like a bee. When the bee arrived, she had to fly around excitedly until she got Jupiter's attention.

(5) "What do you want?" Jupiter roared.

(6) "I would like you to help me protect my honey," the bee responded. "Here, have some." With that, the bee gave a little honey to Jupiter.

(7) "Yes, it is very good. So, what is your problem?"

(8) The bee then explained to Jupiter that the bees had no way to protect this honey. People came to steal it all the time.

(9) By this time, Jupiter was starting to get bored. He was just about to tell the bee to go away when Juno, Jupiter's wife, showed up. Juno also tried the honey. She liked it so much that she demanded Jupiter help the bee. She told Jupiter that she might hide his thunderbolt if he didn't give the bees stingers to protect their honey.

(10) "That's a great idea, my love," Jupiter said. "But we can't just have them stinging everything. To stop this, any bee that uses its stinger will die shortly after. That way, they will have to choose. They can protect their honey and pay the price of using their stinger, or let people steal their honey and live."

(11) When the bee heard this, she grew frightened. She was just about to reconsider her request when she heard Jupiter say, "Granted."

(12) The bee loved her new stinger. But she was afraid to use it. She was also afraid to go back home for fear of what the other bees would say. When she did go back, she could see that they were happy with their stingers. But when she told them about the cost of using them, they were less happy.

(13) To this day, bees have the power to sting those who try to steal their honey. But to do so, they must make a choice about what is most important to them.

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| Item # | 7 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.6.F Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to make inferences and use evidence to support understanding. |
| Objective | Students will make an inference about a character in a story. |
| DOK Level | 3 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|------------------------------------|
| passage_link | |
| passage_title | Jupiter and the Bee (a Roman Myth) |

QUESTION

| Element | Value |
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| stimulus | Refer to the passage, "Jupiter and the Bee (a Roman Myth)." |
| question_stem | Which words describe the mythical Roman god Jupiter? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | kind to everyone |
| answer_b | very powerful |
| answer_c | often angry |
| answer_d | doesn't like insects |
| correct_answer | b |
| correct_answer_rationale | The correct answer is "very powerful." Jupiter has the power to give the bee a stinger. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | Jupiter does not show kindness to everyone; he was going to tell the bee to go away when he got bored. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | Jupiter does not show anger throughout the passage; Juno is the one who demanded he help the bee and threatened to hide his thunderbolt. |
| incorrect_answer_3 | d |

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| incorrect_answer_3_rationale | Jupiter does not act as if he does not like insects. He liked the honey and he became bored, but then helps the bee at Juno's request. |
| scoring | Exact match; 1 point |

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| Item # | 8 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | 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 a character's actions contribute to the sequence of events in a story. |
| DOK Level | 3 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|------------------------------------|
| passage_link | |
| passage_title | Jupiter and the Bee (a Roman Myth) |

QUESTION

| Element | Value |
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| stimulus | Refer to the passage, "Jupiter and the Bee (a Roman Myth)." |
| question_stem | In the story, Juno - |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | suggests that bees get stingers |
| answer_b | is determined to help the honey thieves |
| answer_c | gets bored discussing the honey thieves |
| answer_d | prevents bees from stinging everything |
| correct_answer | a |
| correct_answer_rationale | The bee is determined to get help against honey thieves. Juno makes a powerful suggestion that bees should have stingers. Jupiter agrees to give the bees stingers, but he acts to prevent the bad consequences of bees "stinging everything." |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | Juno likes the honey and demands Jupiter help the bee protect the honey from thieves. |

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| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | Jupiter is the one who becomes bored with the bee when discussing the thieves. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Jupiter grants the stinger with the stipulation that the bee will die after using the stinger, which limits the stinging. |
| scoring | Exact match; 1 point |

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| Item # | 9 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | 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 a character's actions contribute to the sequence of events in a story. |
| DOK Level | 3 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|------------------------------------|
| passage_link | |
| passage_title | Jupiter and the Bee (a Roman Myth) |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Jupiter and the Bee (a Roman Myth)." |
| question_stem | Which sentence best explains why it was so important that the bee brought honey with her? |
| Prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | Without the honey, Jupiter might have been hungry, and angry with the bee. |
| answer_b | Without the honey, Juno would not have talked to Jupiter at all. |
| answer_c | Without the honey, Jupiter and Juno wouldn't have known why it was important to protect the honey. |
| answer_d | Without the honey, the bee would never have gotten to see Jupiter at all. |
| correct_answer | c |
| correct_answer_rationale | The correct answer is "Without the honey, Jupiter and Juno wouldn't have known why it was important to protect the honey." Tasting the honey shows Juno that it's worth protecting and then she convinces Jupiter to help the bee. |
| incorrect_answer_1 | a |

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| incorrect_answer_1_rationale | When the bee shares the honey, Jupiter is not showing that he is hungry or angry; his mood demonstrates that he is disinterested in the bee. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | Juno and Jupiter were married; it is certain they talked prior to tasting the honey. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | The bee was able to talk to Jupiter before sharing the honey with him. |
| scoring | Exact match; 1 point |

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| Item # | 10 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.11.D.ii 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:(ii) past, present, and future verb tense. |
| Objective | Students will form and identify the simple verb tenses. |
| DOK Level | 1 |
| Question Type | Hot Text |

PASSAGE

| Element | Value |
|----------------|------------------------------------|
| passage_link | |
| passage_title | Jupiter and the Bee (a Roman Myth) |

QUESTION

| Element | Value |
|------------------------------|---|
| stimulus | Refer to the passage, "Jupiter and the Bee (a Roman Myth)." |
| question_stem | What two details from the passage use the past tense of a verb? [Today, everyone knows that bees can be dangerous. They can sting with their small stinger,] [and they will sting to protect their honey.] [Unfortunately for bees, if they decide to use their stinger in this way,] [they soon die.] [But, according to the ancient Romans,] [long ago the bees had no protection at all.] [One bee was very upset about this and decided she would do something about it.] |
| prompt | Select two correct answers. |
| randomize_answer_choices | yes |
| correct_answer_all | [long ago the bees had no protection at all.] [One bee was very upset about this and decided she would do something about it.] |
| correct_answer_rationale_all | The verbs <i>had</i> and <i>decided</i> are the past tense forms of the |

| | |
|--------------------------------|---|
| | verbs <i>to have</i> and <i>decide</i> . |
| incorrect_answer_all | [Today, everyone knows that bees can be dangerous. They can sting with their small stinger,] [and they will sting to protect their honey.] [Unfortunately for bees, if they decide to use their stinger in this way,] [they soon die.] [But, according to the ancient Romans,] |
| incorrect_answer_rationale_all | The words “knows” and “can” are the present tense; “will” is the future tense; and “decide” and “die” are in the present tense. |
| Scoring | Partial match per response; 1 point (.5 each) |

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| Item # | 11 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.11.D.ii 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:(ii) past, present, and future verb tense. |
| Objective | Students will form and identify the simple verb tenses. |
| DOK Level | 1 |
| Question Type | Hot Text |

PASSAGE

| Element | Value |
|----------------|------------------------------------|
| passage_link | |
| passage_title | Jupiter and the Bee (a Roman Myth) |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Jupiter and the Bee (a Roman Myth)." |
| question_stem | Which detail uses the future tense of a verb? [Juno, Jupiter's wife, showed up. Juno also tried the honey.] [She liked it so much that she demanded Jupiter help the bee.] [She told Jupiter that she might hide his thunderbolt if he doesn't give the bees stingers to protect their honey.] ["That's a great idea, my love," Jupiter said. "But we can't just have them stinging everything.] [To stop this, any bee that uses its stinger will die shortly after."] |
| prompt | <i>Select the best answer.</i> |
| correct_answer | [To stop this, any bee that uses its stinger will die shortly after."] |
| correct_answer_rationale | The verb <i>will die</i> is the future tense of the verb. |
| incorrect_answer_all | [Juno, Jupiter's wife, showed up. Juno also tried the honey.] [She liked it so much that she demanded Jupiter |

| | |
|--------------------------------|--|
| | <p>help the bee.] [She told Jupiter that she might hide his thunderbolt if he doesn't give the bees stingers to protect their honey.]</p> <p>["That's a great idea, my love," Jupiter said. "But we can't just have them stinging everything.]</p> |
| incorrect_answer_rationale_all | <p>"Showed" is the past tense of "show"; "tried" is the past tense of "try"; "liked" is the past tense of "like"; "demanded" is the past tense of "demand"; "told" is the past tense of "tell"; and</p> <p>"have" is the present tense.</p> |
| scoring | Exact match; 1 point |

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|--------------------------|--|
| Item # | 12 |
| Discipline | ELA |
| Grade Level | 3 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Ancient Roman |
| TEKS | TEKS 3.11.D.ii 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:(ii) past, present, and future verb tense. |
| Objective | Students will choose the correct verb tenses. |
| DOK Level | 2 |
| Question Type | Multiple choice |

PASSAGE

| Element | Value |
|----------------|------------------------------------|
| passage_link | |
| passage_title | Jupiter and the Bee (a Roman Myth) |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | A student is writing about the passage, "Jupiter and the Bee" and writes a sentence about what the bee will do in the future. Choose the future tense verb to complete the sentence. |
| question_stem | The bee _____ how the bees plan to protect their honey. |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | will explain |
| answer_b | is explaining |
| answer_c | explains |
| answer_d | had explained |
| correct_answer | a |
| correct_answer_rationale | The correct answer is "will explain." The future tense of the verb "explain" is formed by adding "will" to the root form of the verb. |
| incorrect_answer_1 | b |

| | |
|------------------------------|---|
| incorrect_answer_1_rationale | "Is explaining" is the present tense of the verb "explain." |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | "Explains" is the present tense of the verb "explain." |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | "Had explained" is the past tense of the verb "explain." |
| scoring | Exact match; 1 point |

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