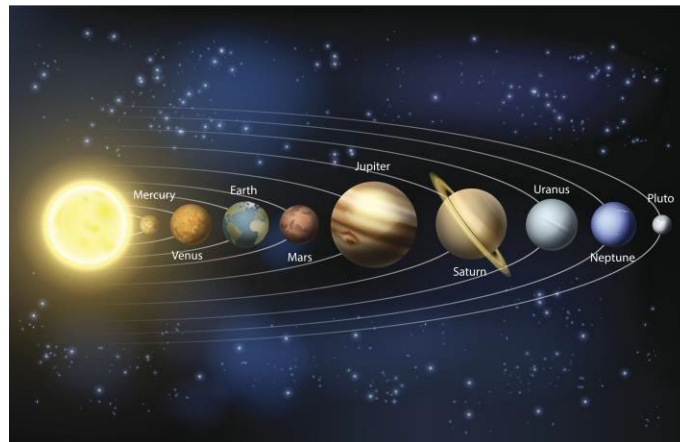


Grade	3
Unit/Domain	Astronomy: Our Solar System and Beyond
Copyright (Original or Public Domain)	Original: <ul style="list-style-type: none"> • What is a Planet? - NASA Science • In Depth Pluto – NASA Solar System Exploration • Pluto: The First Dwarf Planet - NASA • Pluto & Dwarf Planets - NASA Science • Pluto Discovery Telescope - Lowell Observatory • History of Pluto - Lowell Observatory • https://spaceplace.nasa.gov/planet-what-is/en/
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	8.5
Word Count	516
Title	Once Upon a Planet
Author	NASA Space Place, adapted for OER K-5 RLA



<https://www.istockphoto.com/vector/sun-and-planets-of-the-solar-system-gm51227563147204046>

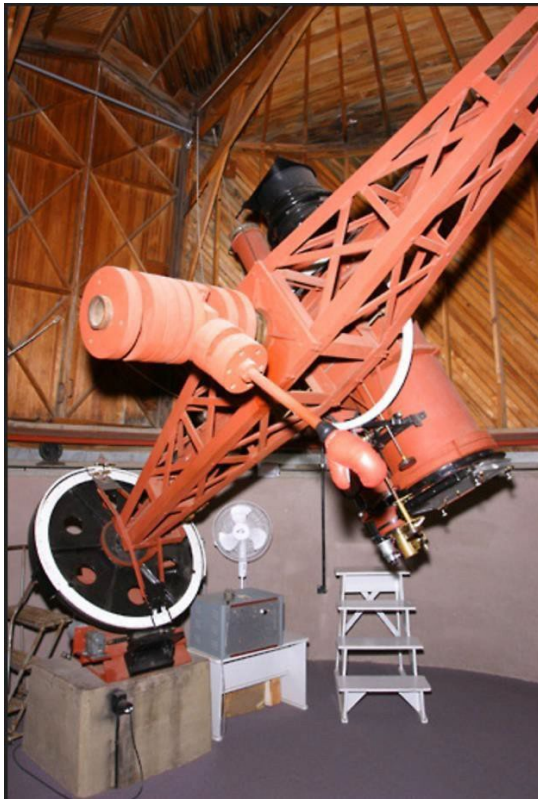
Once Upon a Planet

(1) We live on a giant sphere of rock, water, and gas called Earth. Earth is one of many planets in our solar system. The solar system includes planets and other objects that orbit a star called the sun.

(2) In 2006, scientists came up with a definition for *planet*. First, a planet must orbit a star. Second, it must be round or mostly round. Third, it must be big enough and have enough gravity to keep other large bodies out of its orbit. Our solar system has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. It also has one dwarf planet, Pluto.

Historical Discoveries

(3) Even before Pluto was discovered, it was thought to be a planet. Throughout history, new planets were discovered by studying the orbits of known planets. Irregular orbits provide a clue that the gravity of an unknown planet is pulling the known planet. In 1846, astronomers discovered our eighth planet, Neptune that way. Then, when astronomers studied the orbit of Neptune, they observed another irregular pattern. Based on these observations, they hypothesized the existence of a ninth planet and called it "Planet X." The hunt was on!



Caption: Pluto Discovery Telescope

<https://lowell.edu/wp-content/uploads/2015/02/pluto.jpg>

(4) "Planet X" was discovered by American astronomer Clyde W. Tombaugh in 1930, at the Lowell Observatory in Arizona. The new object was named Pluto and labeled as our ninth planet. There was excitement about the discovery in the United States because it was the first planet to be discovered by an American. Today, you can visit the Lowell Observatory and see the "Pluto Discovery Telescope" because it is an historical artifact.

New Discoveries

(5) Pluto turned out to be much smaller than expected. Since the 1930's, the technology that astronomers use to study the solar system has improved. With more powerful telescopes and other technology, astronomers can detect smaller and smaller objects. In the 1990's, they discovered objects similar in size to Pluto in the solar system nearby. This brought Pluto's planetary status officially in question. What did astronomers do next?

(6) Do you remember the definition of a planet? First, a planet must orbit a star. Check: Pluto orbits the Sun. Second, a planet must be round or mostly round. Check: Pluto is mostly round. Third, a planet must be big enough for its gravity to have cleared away other objects of similar size in its orbit. No check: Pluto has not cleared its orbit of objects. While astronomers voted on a definition for "planet," they also created a new category of objects—dwarf planets. Dwarf planets orbit a star, are nearly round, and have not cleared their orbits of objects. Pluto is one of five recognized dwarf planets, but that number may increase. Will you be the next astronomer to discover a dwarf planet?

(7) Our understanding of the solar system will continue to change over time. Advances in technology allow astronomers to observe smaller and more distant objects. New information gives rise to new ideas. Pluto's reclassification shows how new information can mean new understanding and how we are always learning new things.

Item #	1
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
TEKS	TEK 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.
Objective	Students will identify the central idea of a passage.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	What is the central idea of the article?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Scientists reclassified Pluto as a dwarf planet because it did not meet all three criteria to be considered a planet.
answer_b	Scientists worked together to develop a definition of a planet.
answer_c	Clyde W. Tombaugh first discovered Pluto in 1930 at the Lowell Observatory in Arizona.
answer_d	Since first discovered in the 1930s, Pluto has been observed and studied with increasingly advanced technology.

correct_answer	a
correct_answer_rationale	The passage provides information about the history and discovery of planets in our solar system. It explains the criteria for a celestial body to be considered a planet and explains why Pluto does not meet one of the criteria.
incorrect_answer_1	b
incorrect_answer_rationale_1	This is a detail in the passage but not the central idea.
incorrect_answer_2	c
incorrect_answer_rationale2	This is a detail in the passage but not the central idea.
incorrect_answer_3	d
incorrect_answer_rationale3	This is a detail in the passage but not the central idea.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
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.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	Which sentence from the passage supports the key idea that advancements in technology called Pluto's planetary status into question?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	<i>"Planet X" was discovered by American astronomer Clyde W. Tombaugh in 1930 at the Lowell Observatory in Arizona. (paragraph 4)</i>
answer_b	<i>Today, you can visit the Lowell Observatory and see the "Pluto Discovery Telescope" because it is an historical artifact. (paragraph 4)</i>
answer_c	<i>With more powerful telescopes and other technology, astronomers can detect smaller and smaller objects. In the 1990's, they discovered objects similar in size to Pluto in the solar system nearby. (paragraph 5)</i>
answer_d	<i>Third, a planet must be big enough for its gravity to have cleared away other objects of similar size in its orbit. (paragraph 6)</i>

correct_answer	c
correct_answer_rationale	This detail supports the key idea that advancements in technology brought Pluto's planetary status into question.
incorrect_answer_1	a
incorrect_answer_rationale1	This is a fact from the passage but does not support the key idea.
incorrect_answer_2	b
incorrect_answer_rationale2	This is a fact from the passage but does not support the key idea.
incorrect_answer_3	d
incorrect_answer_rationale3	This is a fact from the passage but does not support the key idea.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
Standard	TEKS 3.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
Objective	Students will evaluate details read to determine a key idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	Which sentence from the passage supports the key idea that scientists will continue to make new discoveries about our solar system?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	<i>Irregular orbits provide a clue that the gravity of an unknown planet is pulling the known planet. (paragraph 3)</i>
answer_b	<i>There was excitement about the discovery in the United States because it was the first planet to be discovered by an American. (paragraph 4)</i>
answer_c	<i>In the 1990s, they discovered objects similar in size to Pluto in the solar system nearby. (paragraph 5)</i>
answer_d	<i>Will you be the next astronomer to discover a dwarf planet? (paragraph 6)</i>

correct_answer	d
correct_answer_rationale	This detail supports the idea that scientists will continue to make new discoveries about our solar system.
incorrect_answer_1	a
incorrect_answer_rationale_1	This detail explains how scientists first recognize planets.
incorrect_answer_2	b
incorrect_answer_rationale_2	This detail supports the idea that new discoveries are exciting.
incorrect_answer_3	c
incorrect_answer_rationale_3	This detail supports the idea that scientists have made many discoveries over the years.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
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 recognize the organizational pattern of the passage.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	The author organizes the article "Once Upon a Planet" by –
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	presenting the problem and describing a solution
answer_b	identifying causes and effects
answer_c	telling events in sequential order
answer_d	describing planets and the information scientists know about them

correct_answer	c
correct_answer_rationale	The passage provides the history of discovering planets in our solar system, including Pluto's reclassification.
incorrect_answer_1	a
incorrect_answer_rationale_1	The passage does not use a problem-and-solution organizational pattern.
incorrect_answer_2	b
incorrect_answer_rationale_2	The passage does not use a cause-and-effect organizational pattern.
incorrect_answer_3	d
incorrect_answer_rationale_3	Although descriptions are included in the passage, the passage is organized sequentially.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
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) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Objective	Students will recognize text features to support understanding.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	Which text feature helps the reader understand the location of Pluto in the solar system?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	The introduction
answer_b	The illustration of the planets
answer_c	The photo of the telescopes
answer_d	The caption underneath the illustration

correct_answer	b
correct_answer_rationale	The illustration shows the location of celestial bodies in the solar system.
incorrect_answer_1	a
incorrect_answer_rationale_1	The introduction helps the reader gain an understanding of the topic of the article.
incorrect_answer_2	b
incorrect_answer_rationale_2	The photo shows the Pluto Discovery Telescope.
incorrect_answer_3	d
incorrect_answer_rationale_3	The caption identifies the object in the photograph, which is the telescope.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
TEKS	TEKS 3.11.D.x 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: (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.
Objective	Students will identify the correct punctuation mark for a sentence.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	Read this sentence a student wrote about "Once Upon a Planet." A planet first called Planet X is the dwarf planet Pluto! What change is needed in the sentence?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	Change planet to Planet
answer_b	Change is to was
answer_c	Change dwarf to drawf
answer_d	Change the exclamation point to a period

correct_answer	d
correct_answer_rationale	The sentence is a statement and should end in a period.
incorrect_answer_1	a
incorrect_answer_rationale_1	The word “planet” is a common noun and should not be capitalized.
incorrect_answer_2	b
incorrect_answer_rationale_2	There is no verb tense error
incorrect_answer_3	d
incorrect_answer_rationale_3	There is no spelling error in the word dwarf
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
TEKS	TEKS 3.11.D.x 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: (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.
Objective	Students will identify and use possessives.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value		
stimulus	A student is writing about the passage, "Once Upon a Planet." Choose the correct word for the sentence.		
question_stem	Pluto is located past	A Neptune's B Neptune C Neptunes D Neptunes'	orbit.
prompt	Select the best answer.		
randomize_answer_choices	Yes		
answer_a	Neptune's		
answer_b	Neptune		
answer_c	Neptunes		
answer_d	Neptunes'		

correct_answer	a
correct_answer_rationale	This word correctly shows possession.
incorrect_answer_1	b
incorrect_answer_rationale_1	This is the singular form of the word.
incorrect_answer_2	c
incorrect_answer_rationale2	An apostrophe is needed to show possession.
incorrect_answer_3	d
incorrect_answer_rationale_3	The apostrophe is incorrectly positioned.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
TEKS	TEKS 3.11.D.x 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: (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.
Objective	Students will use commas in a series correctly.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value	
stimulus	A student is writing about the passage, "Once Upon a Planet." Choose the correct punctuation for the series.	
question_stem	The planets in the diagram include	A Neptune, Uranus, and Saturn. B Neptune Uranus and Saturn. C Neptune, Uranus, and, Saturn. D Neptune, Uranus and Saturn,
prompt	Select the best answer.	
randomize_answer_choices	Yes	
answer_a	Neptune, Uranus, and Saturn.	
answer_b	Neptune Uranus and Saturn.	
answer_c	Neptune, Uranus, and, Saturn.	
answer_d	Neptune, Uranus and Saturn.	

correct_answer	a
correct_answer_rationale	Items in a series should be separated by commas.
incorrect_answer_1	b
incorrect_answer_rationale_1	Commas need to separate items in a series.
incorrect_answer_2	c
incorrect_answer_rationale_2	The comma after the word “and” is not needed.
incorrect_answer_3	d
incorrect_answer_rationale_3	A comma is not needed after Saturn but is needed after Uranus.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
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 combine sentences for coherence and clarity.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

QUESTION

Element	Value
stimulus	Refer to the passage, "Once Upon a Planet."
question_stem	A student wrote these sentences about "Once Upon a Planet." A telescope can point to a celestial body. A telescope can be used to analyze the size and orbit of the body. What is the best way to revise these sentences?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	A telescope can point to a celestial body and analyze its size and orbit.
answer_b	A telescope can point to a celestial body, and a telescope can be used to analyze the size and orbit of the body.
answer_c	A telescope can point to a celestial body, but it can be used to analyze the size and orbit of the body.
answer_d	A telescope can point to a celestial body and used to analyze it.

correct_answer	a
correct_answer_rationale	This revision creates a clear and concise sentence that retains the meaning of the original sentences.
incorrect_answer_1	b
Incorrect_answer_rationale_1	Although grammatically correct, this is not the best choice because it does not convey the information in the most concise way.
incorrect_answer_2	c
incorrect_answer_rationale_2	The changes to the sentence change the meaning of the sentence.
incorrect_answer_3	d
incorrect_answer_rationale_3	This change loses some of the meaning in the original sentences.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Astronomy: Our Solar System and Beyond
TEKS	TEKS 3.12.B Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
Objective	Students will compose an informational text.
DOK Level	4
Question Type	Extended Constructed Response

PASSAGE

Element	Value
passage_link	
passage_title	Once Upon a Planet

EXTENDED CONSTRUCTED RESPONSE

Element	Value
stimulus	Refer to the passage "Once Upon a Planet."
question_stem	Read the selection "Once Upon a Planet." Based on the information in the article, write a response to the following: Explain how and why Pluto became a dwarf planet. Write a well-organized informational composition that uses specific evidence from the article to support your answer. Remember to – <ul style="list-style-type: none"> • clearly state your central idea • organize your writing • develop your ideas in detail • use evidence from the selection in your response • use correct spelling, capitalization, punctuation, and grammar

	Manage your time carefully so that you can – <ul style="list-style-type: none"> • review the selection • plan your response • write your response • revise and edit your response 	
prompt	Write your response in the box provided.	
scoring rubric		
	Points	Content Development
	3	<ul style="list-style-type: none"> • Central idea 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 idea 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 idea is not evident or not developed • Organization is minimal and/or weak • Evidence is insufficient and/or mostly irrelevant • Expression of ideas is ineffective
		<ul style="list-style-type: none"> • Central idea 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

scoring		<i>Note that if a response receives a 0 in Development, the response will also earn 0 points in the Conventions trait.</i>
	Points	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
	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
	See rubric for scoring information.	

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