

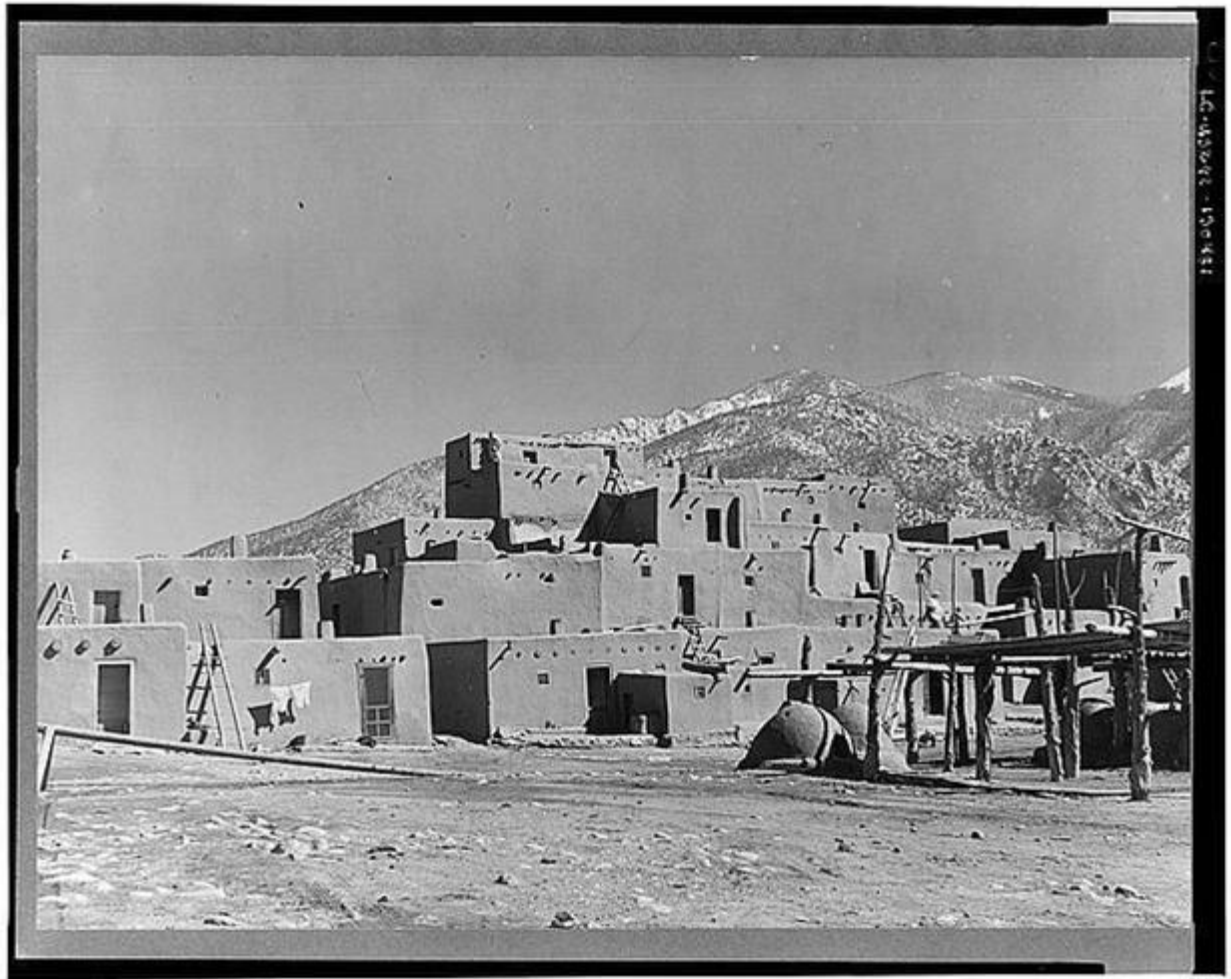
Grade	3
Unit/Domain	Native Americans: Regions and Cultures
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	https://www.britannica.com/event/Pueblo-Rebellion http://www.americanjourneys.org/aj-009b/summary/index.asp https://www.nps.gov/articles/000/taos-pueblo-world-heritage-site.htm https://taospueblo.com/ https://www.newmexico.org/places-to-visit/native-culture/taos-pueblo/
Lexile/Average Grade Level	Unavailable at this time
Flesch-Kincaid	5.1
Word Count	386
Title	Taos Pueblo
Author (if applicable)	OER K-5 RLA

Taos Pueblo
by Anonymous

(1) A pueblo is a kind of Native American village. Taos Pueblo is located in the southwestern United States. The houses in Taos Pueblo are made of stone and mud. The mud is called adobe.

(2) From a distance, Taos Pueblo looks like one building, but that is not the case. In fact, it is made up of many houses. Some houses are built on top of other houses. Other houses are built side by side. The pueblo's walls keep the houses separate.

(3) There are many pueblos in the Southwest. Taos Pueblo is one of the oldest. It was built about 1,000 years ago. People have been living here ever since. In fact, people have lived in Taos Pueblo longer than in any town in the United States.



Taos Pueblo looks much the same today as it did in this 1930s photo.

<https://www.loc.gov/item/2017759989/>

(4) Long ago, Native Americans used Taos Pueblo as a trading center. The leaders of different tribes came to the pueblo to buy and sell goods. Spanish explorers arrived around the year 1540. Spanish Missionaries built a Catholic church at the pueblo. It was called San Geronimo de Taos.

(5) In 1680, a leader of the Pueblo people named Popé planned a revolt against the Spanish. He used Taos Pueblo as his base. He sent secret messages to other Pueblo people. He asked them to help drive the Spanish out. The revolt was called the Pueblo Revolt.

(6) The Pueblo Revolt was a success. The people of Taos Pueblo were able to govern themselves for another 12 years without Spanish influence. However, Spain's empire continued to grow. It covered much of Mexico and the American Southwest. Taos Pueblo eventually became a Spanish mission. The Pueblo people were governed by Spain.



This photograph shows Taos Pueblo today.

<https://pixabay.com/photos/taos-adobe-pueblo-indian-830587/>

(7) Many years later, the Southwest became part of the United States. Today, Taos Pueblo is in the state of New Mexico. It is part of the Taos Pueblo Reservation. Taos Pueblo is still a village; about 100 people live there. Many visitors come to the pueblo each year. In fact, it is one of the most popular tourist spots in New Mexico. Visitors can take tours of the pueblo. They can also buy art, jewelry, and pottery made by the people of Taos Pueblo.

Item #	1
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	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.
Objective	Students will identify a central idea of an article.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	What is a central idea of the article?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	The Taos Pueblo is a Native American village that has existed for about 1,000 years.
answer_b	The Taos Pueblo is in New Mexico.
answer_c	The Taos Pueblo was a base in the Pueblo Revolt.
answer_d	The Taos Pueblo looks very similar today to the way it was in photographs from the 1930s.
correct_answer	a
correct_answer_rationale	The article focuses on the village's history and changes.
incorrect_answer_1	b
incorrect_answer_rationale 1	This is a detail about its location from the article but not a central idea.
incorrect_answer_2	c
incorrect_answer_rationale2	This details an event described in the article but not a central idea.
incorrect_answer_3	d
incorrect_answer_rationale 3	This is a detail from a caption but not a central idea.
Scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	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.
Objective	Students will recognize evidence to support a central idea.
DOK Level	2
Question Type	Multiselect

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
Stimulus	Refer to the passage "Taos Pueblo."
question_stem	Which of the following events in the history of the Taos Pueblo supports the idea that the Taos Pueblo changed when explorers discovered it?
prompt	Select TWO correct answers.
answer_a	The Taos Pueblo was built about 1,000 years ago.
answer_b	The Pueblo Native Americans revolted against Spanish rule.
answer_c	The Pueblo served as a trading center.
answer_d	Taos Pueblo was part of the Spanish Empire for many years.
correct_answers	b, d
correct_answer_rationale	The Pueblo Native Americans fought against the Spanish during the Pueblo Revolt. The revolt succeeded for a time, but Taos Pueblo eventually became part of the Spanish Empire.
incorrect_answers	a, c
incorrect_answer_rationale	Although these are historic details of the Taos Pueblo, they are not events that support the idea that the Taos Pueblo changed when discovered by explorers.
Scoring	Partial match per response; 1 point (.5 each)

Item #	3
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make inferences using evidence for support.
DOK Level	2
Question Type	Multipart

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B. Part A What was the most likely immediate effect of the Pueblo Revolt?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	The Spanish began to explore the area.
answer_b	Popé escaped to Mexico.
answer_c	The Pueblo Native Americans ruled themselves.
answer_d	The Pueblo became part of the United States.
correct_answer	c
correct_answer_rationale	The correct answer is "The Pueblo Native Americans ruled themselves." This is why the passage describes the Pueblo Revolt as a "success."

incorrect_answer_1	a
incorrect_answer_	Spanish exploration began around 1540, while the Pueblo
rationale_1	The revolt happened in 1680.
incorrect_answer_r2	b
incorrect_answer_	Popé was a leader of the Pueblo Revolt, but the passage does
rationale2	not tell what happened to him.
incorrect_answer_3	d
incorrect_answer_	New Mexico did not become part of the United States until long
rationale_3	after the revolt.
scoring	Exact match; 1 point
question_stem	Part B Which sentence(s) from the article best supports the answer to Part A?
prompt	Select the best answer.
randomize_answer_	Yes
choices	
answer_a	<i>The revolt was called the Pueblo Revolt. (paragraph 5)</i>
answer_b	<i>The Pueblo Revolt was a success. (paragraph 6)</i>
answer_c	<i>However, Spain's empire continued to grow. (paragraph 6)</i>
answer_d	<i>Taos Pueblo eventually became a Spanish mission. (paragraph 6)</i>
correct_answer	b
correct_answer_rationale	This sentence implies that the Pueblo was able to rule themselves.
incorrect_answer_1	a
incorrect_answer_	Although this detail is true, it does not support the idea that the
rationale1	effect was that the Pueblo Native Americans ruled themselves
incorrect_answer_2	c
incorrect_answer_	Although this detail is true, it does not support the idea that the
rationale2	effect was that the Pueblo Native Americans ruled themselves.
incorrect_answer_3	d
incorrect_answer_	Although this detail is true, it does not support the idea that the
rationale3	effect was that the Pueblo Native Americans ruled themselves.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
Objective	Students will evaluate details read to determine a key idea about events in history.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	What effect did the building of the Taos Pueblo have on Native American tribes in the Southwest?
prompt	<i>Select the best answer.</i>
Randomize_answer_choices	Yes
answer_a	It made it easier for tribes to trade with one another.
answer_b	It created more rivalries between tribes.
answer_c	It led to the invention of the adobe.
answer_d	It helped the Pueblo Native Americans protect their land.
correct_answer	a
correct_answer_rationale	The correct answer is, "It made it easier for tribes to trade with one another." The passage describes Taos Pueblo as a trading center.
incorrect_answer_1	b
Incorrect_answer_rationale1	Taos Pueblo was a trading center. Rather than create rivalries, it allowed tribes from all over the Southwest to come together.
incorrect_answer_2	c
incorrect_answer_rationale_2	Taos Pueblo was built using adobe, but the passage does not suggest that adobe was invented at Taos.

incorrect_answer_3	d
incorrect_answer_rationale3	While the Pueblo Revolt centered around Taos Pueblo, this happened more than 100 years after the pueblo was built.
Scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.7.D 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: (D) retell and paraphrase texts in ways that maintain meaning and logical order.
Objective	Students will identify the best paraphrase of an article.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	What is the best summary of the article?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	The Taos Pueblo is an adobe village built by Native Americans. When Spanish explorers arrived, the Native Americans revolted against them. The Pueblo people were governed by the Spanish for a time before becoming part of a reservation in the United States.
answer_b	The Taos Pueblo was built 1000 years ago by Native Americans. The pueblo is not one building. It's many separate buildings that share walls. There are still 100 residents that live in the Taos Pueblo today.
answer_c	A leader of the Taos Pueblo people won against the Spanish explorers. Although the revolt was successful, the Pueblo people were eventually ruled by Spain.
answer_d	The Taos Pueblo was a trading center for many years. It changed over time. Today it still sells art, jewelry, and pottery made by the people of the Taos Pueblo.

correct_answer	a
correct_answer_rationale	This paraphrase includes the most important details of the article.
incorrect_answer_1	b
Incorrect_answer_rationale_1	Although these details are in the article, the paraphrase does not include all of the most important details of the article.
incorrect_answer_2	c
incorrect_answer_rationale_2	Although these details are in the article, the paraphrase does not include all of the most important details of the article.
incorrect_answer_3	d
incorrect_answer_rationale_3	Although these details are in the article, the paraphrase does not include all of the most important details of the article.
Scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.7.D 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: (D) retell and paraphrase texts in ways that maintain meaning and logical order.
Objective	Students will paraphrase an event in a way that maintains meaning.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION


Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	Which event happened after the Pueblo Native Americans pushed the Spanish out of Taos Pueblo?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Popé sent secret messages to other Pueblo Native Americans.
answer_b	People built homes at the Taos Pueblo.
answer_c	The Pueblo Native Americans governed themselves for 12 years.
answer_d	Popé wanted to revolt against the Spanish.
correct_answer	c
correct_answer_rationale	After the Pueblo Revolt, the Pueblo Native Americans governed themselves for 12 years.
incorrect_answer_1	a
Incorrect_answer_rationale_1	This event happened before the Pueblo Revolt.
incorrect_answer_2	b
incorrect_answer_rationale_2	This event happened before the Pueblo Revolt.
incorrect_answer_3	d
incorrect_answer_rationale_3	This event happened before the Pueblo Revolt.
Scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.6.H 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: (H) synthesize information to create new understanding.
Objective	Students will explain how graphic features help the reader understand texts.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	<p>Which paragraph best supports what can be viewed in this 1930s photo?</p>  <p>https://www.loc.gov/item/2017759989/</p>


prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	A pueblo is a kind of Native American village. Taos Pueblo is located in the southwestern United States. The houses in Taos Pueblo are made of stone and mud. The mud is called adobe.
answer_b	Taos Pueblo looks like one building from a distance, but that is not the case. It is made up of many houses. Some houses are built on top of other houses. Other houses are built side by side. The pueblo's walls keep the houses separate.
answer_c	There are many pueblos in the Southwest. Taos Pueblo is one of the oldest. It was built about 1,000 years ago. People have been living here ever since. People have lived in Taos Pueblo longer than in any town in the United States.
answer_d	Long ago, Native Americans used Taos Pueblo as a trading center. The leaders of different tribes came to the pueblo to buy and sell goods. Spanish explorers arrived around the year 1540. It was called San Geronimo de Taos.
correct_answer	b
correct_answer_rationale	The photo shows that Taos Pueblo looks like a single building. It also shows how the pueblo contains some houses that are built on top of other houses and some houses that are built side-by-side.
incorrect_answer_1	a
incorrect_answer_rationale_1	The photo does show houses in Taos Pueblo, but the houses are too far away to see what they are made of clearly. The photo also does not clearly show where the pueblo is located in the United States
incorrect_answer_2	c
incorrect_answer_rationale_2	The photo does not provide information about the age or history of Taos Pueblo.
incorrect_answer_3	d
incorrect_answer_rationale_3	The photo provides no evidence that the Taos Pueblo was a trading center.
Scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.10C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The students uses critical inquiry to analyze the author's 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 how graphic features help the reader understand the text.
DOK Level	2
Question Type	Hot text

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	Which sentence best explains what is shown in the image and the caption?  This photograph shows Taos Pueblo today https://pixabay.com/photos/taos-adobe-pueblo-indian-830587/

	<p>[Today, Taos Pueblo is in the state of New Mexico.] It is part of the Pueblo Native American reservation. [Taos Pueblo is still a village]; about 100 people live there. Many visitors come to the pueblo each year. [In fact, it is one of the most popular tourist spots in New Mexico.] Visitors can take tours of the pueblo. [They can also buy art, jewelry, and pottery made by Pueblo Native Americans.]</p>
prompt	Select the best answer.
correct_answer	[Taos Pueblo is still a village.]
correct_answer_rationale	The photo shows that Taos Pueblo is still inhabited, with painted doors, ladders, and furniture. It also suggests that Taos is still rather small and home to few people.
incorrect_answer_1	[Today, Taos Pueblo is in the state of New Mexico.]
incorrect_answer_rationale_1	The exact location of the pueblo cannot be determined from the image itself.
incorrect_answer_2	[In fact, it is one of the most popular tourist spots in New Mexico.]
incorrect_answer_rationale_2	The photo does not show visitors coming to the pueblo.
incorrect_answer_3	[They can also buy art, jewelry, and pottery made by Pueblo Native Americans.]
incorrect_answer_rationale_3	The photograph does not show Pueblo Native Americans selling these objects.
Scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
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 possessive nouns.
DOK Level	1
Question Type	Hot text

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value
stimulus	Refer to the passage "Taos Pueblo."
question_stem	Which sentence uses a possessive noun? [The Pueblo Revolt was a success.] The Pueblo Native Americans were able to govern themselves for another 12 years without Spanish influence. [However, Spain's empire continued to grow.] [It covered much of Mexico and the American Southwest.] [Taos Pueblo eventually became a Spanish mission.] [The Pueblo Native Americans were governed by Spain.]
prompt	Select ONE correct answer.
correct_answer	[However, Spain's empire continued to grow.]
correct_answer_rationale	The possessive noun is <i>Spain's</i> . The country Spain possesses, or has, an empire.
incorrect_answer_1	[The Pueblo Revolt was a success.]
incorrect_answer_rationale_1	This sentence does not contain a possessive noun.

incorrect_answer_2	[The Pueblo Native Americans were able to govern themselves for another 12 years without Spanish influence.]
incorrect_answer_rationale_2	This sentence suggests that the Pueblo Native Americans possessed, or had, self-government. However, it does not contain a possessive noun.
incorrect_answer_3	[It covered much of Mexico and the American Southwest.]
incorrect_answer_rationale_3	This sentence describes the Spanish Empire, but it does not use a possessive noun.
incorrect_answer_4	[Taos Pueblo eventually became a Spanish mission.]
incorrect_answer_rationale_4	This sentence states that Spain came to possess, or have Taos Pueblo. However, the sentence does not use a possessive noun.
Scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
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 form possessive nouns.
DOK Level	3
Question Type	Inline choice

PASSAGE

Element	Value
passage_link	
passage_title	Taos Pueblo

QUESTION

Element	Value		
stimulus	Refer to the passage, "Taos Pueblo."		
question_stem	A student is writing about the passage, "Taos Pueblo." Choose the correct word for the sentence.		
question_stem	The	A explorer's B explorers C explorers' D explorers's	horses and weapons were big advantages.
prompt	<i>Select the best answer.</i>		
answer a	explorer's		
answer b	explorers		
answer c	explorers'		
answer d	explorers's		
correct_answer	C		
correct_answer_rationale	Adding an apostrophe forms the possessive correctly.		
incorrect_answer_1	A		

incorrect-answer_rationale_1	This is a singular possessive, but the sentence needs a plural possessive noun.
incorrect_answer_2	B
incorrect_answer_rationale_2	This is the plural form of the noun <i>explorers</i> . You need to change <i>explorers</i> to make it possessive.
incorrect_answer_3	D
incorrect_answer_rationale_3	A plural possessive noun requires an apostrophe at the end, not an apostrophe s.
Scoring	Exact match; 1 point

Grade	3
Unit/Domain	Native Americans Regions and Cultures
Copyright (Original or Public Domain)	Original
Sources	
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	2.3
Word Count	488
Title	The Tale of Bright Star and the Honey Jar
Author	OER K-5 RLA

The Tale of Bright Star and the Honey Jar

(1) The cliff shimmered pink and gold against a bright spring sky.
The dark caves on its face were home to the Anasazi people.
Ladders rose from caves to those above.
They dropped from caves to those below.
The caves were cool during hot days of summer.
They were warm when snow flew in winter.

(2) On this day, most went looking for food.
Some were hunting deer or ducks while others looked for plants to eat.
Bright Star, oldest of the young, stayed to watch those younger still.
And on this day, you see, even the young had work to do.
One cave near the canyon floor was used to store food.
It must be cleaned to house today's rewards from the elders' work.

(3) Bright Star gave each child a task. Red Fawn was to sweep the floor.
Little Elk—sometimes a pest—was asked to move clay pots and jars
And line them up along the walls. Some held seeds or grains of corn.
But one stood out from all the rest. Decorated with hives and bees,
It held a season's worth of honey. This was, of course, a favorite treat.
"Take care with that one," warned Bright Star. "It's special to us all."

(4) Dancing about and showing off, Little Elk lifted the pot in the air.
That's when the pot bobbed and tipped, and a sweet stream of honey fell from its lip.
The sticky treat oozed across the floor, then down the rock face of the cliff.
"Look what you've done!" scolded Bright Star. She grabbed the pot from Little Elk,
Hoping to save what little was left. But then, looking up, she stepped back in fear.
Smelling the honey and moving their way was a huge and hungry black bear.

(5) Bright Star was a clever girl. First, she backed the children away from the cave's wide opening. Then, she called for Little Elk to stand with her and help. "What can I do?" the young boy asked. "I'm too small to fight a squirrel, much less a bear!" Pulling him up and next to her, Bright Star bent and reached for the ladder's rung. "Pull with me," she told Little Elk, and the two of them hauled the ladder up and inside. Now, they were safe from the dangerous bear. Even standing up tall, it could not reach inside.

(6) As night approached, the hunters returned. The children, still hidden in the cave, had been afraid the bear might return. But now they felt safe to lower the ladder. They quickly ran and told their parents the story of Bright Star saving the day. Everyone was proud of her, and she was proud she had kept the young ones safe. To celebrate, they had a feast. They enjoyed the fresh foods from the day's hunt. And Bright Star was honored with a delectable treat: a freshly baked honey corn cake.

Item #	11
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.8.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the relationships among the major and minor characters.
Objective	Students will explain the relationship between major and minor characters.
DOK Level	2
Question Type	Multipart

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem “The Tale of Bright Star and the Honey Jar.”
question_stem	This question has two parts. First, answer Part A. Then, answer Part B. Part A Based on Bright Star’s interactions with the children, how can she best be described?
prompt	<i>Select the best answer.</i>
answer_a	hurried
answer_b	brave
answer_c	thoughtless
answer_d	happy
correct_answer	b
correct_answer_rationale	The correct answer is “brave.” Bright Star protects the younger children from the bear.
incorrect_answer_1	a
incorrect_answer_rationale_1	Bright Star gives all the children tasks, but she is not rushed.

incorrect_answer_2	c
incorrect_answer_rationale_2	Bright Star is thoughtful in assigning tasks and caring for the children.
incorrect_answer_3	d
incorrect_answer_rationale_3	Bright Star may be happy when the parents return, but the poem does not say as much.
Scoring	Exact match; 1 point
question_stem	Part B Which line from the poem best supports the answer to Part A?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Bright Star gave each child a task. Red Fawn was to sweep the floor.
answer_b	"Take care with that one," warned Bright Star. "It's special to us all."
answer_c	"Look what you've done!" scolded Bright Star. She grabbed the pot from Little Elk,
answer_d	Bright Star was a clever girl. First, she backed the children away
correct_answer	d
correct_answer_rationale	This line shows that Bright Star was clever and brave, acting to protect the children.
incorrect_answer_1	a
incorrect_answer_rationale_1	This line supports the idea that Bright Star was organized, not brave.
incorrect_answer_2	b
incorrect_answer_rationale_2	This line supports the idea that Bright Star was careful, not brave.
incorrect_answer_3	c
incorrect_answer_rationale_3	This line supports the idea that Bright Star was disciplined, not brave.
Scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.8.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the relationships among the major and minor characters.
Objective	Students will explain the relationship among major and minor characters.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem, "The Tale of Bright Star and the Honey Jar."
question_stem	What do Little Elk's actions in stanza 4 show about his character?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	He is liked by all the children
answer_b	He is carefree and a little careless
answer_c	He is eager to help
answer_d	He loves to clean
correct_answer	b
correct_answer_rationale	The correct answer is "He is carefree and a little careless." Little Elk dances around and spills the honey, suggesting he is both carefree and careless.
incorrect_answer_1	a
incorrect_answer_rationale_1	The poem does not suggest that all of the children like Little Elk. It says that Little Elk is sometimes a pest.
incorrect_answer_2	c

incorrect_answer_rationale_2	The poem does not suggest that Little Elk is eager to help.
incorrect_answer_3	d
incorrect_answer_rationale_3	The poem does not suggest that Little Elk loves to clean.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.8.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the relationships among the major and minor characters.
Objective	Students will explain the relationship between the major and minor characters.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	How do Little Elk's actions with the honey pot affect the children?
prompt	<i>Select the best answer.</i>
Randomize_answer_choices	Yes
answer_a	Little Elk's actions make all the children laugh.
answer_b	Little Elk's actions make the other children angry.
answer_c	Little Elk's actions put all the children in danger.
answer_d	Little Elk's actions distract the other children.
correct_answer	c
correct_answer_rationale	Spilling the honey attracts the bear which puts all the children in danger.

incorrect_answer_1	a
incorrect_answer_rationale1	Nothing in the poem suggests that the other children laugh with Little Elk.
incorrect_answer_2	b
incorrect_answer_rationale_2	Nothing in the poem suggests that the other children are angry with Little Elk.
incorrect_answer_3	d
incorrect_answer_rationale_3	Although his actions may have been distracting, the poem does not suggest that they are.
Scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
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 analyze plot elements to determine the resolution.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem, "The Tale of Bright Star and the Honey Jar."
question_stem	How does stanza 5 contribute to the plot of the story?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	It introduces the problem.
answer_b	It describes why the problem happened.
answer_c	It explains the result of solving the problem.
answer_d	It shows how the problem is solved.
correct_answer	d
correct_answer_rationale	This stanza describes how Bright Star protected the children, solving the problem of the bear.
incorrect_answer_1	a
incorrect_answer_rationale_1	The problem is introduced in stanza 4.
incorrect_answer_2	b
incorrect_answer_rationale_2	Stanza 4 describes why the problem happened.

incorrect_answer_3	c
incorrect_answer_rationale_3	Stanza 6 describes the celebration after the problem is solved and the parents are home.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students make an inference using evidence from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	What can the reader infer about the Anasazi people based on this poem?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	The Anasazi work together to solve problems and support each other.
answer_b	The Anasazi all love to eat honey corn cakes.
answer_c	The Anasazi punish those who break the community rules.
answer_d	The Anasazi live in constant danger from wild animals.
correct_answer	a
correct_answer_rationale	The poem describes how everyone had jobs to do that supported the community, even the children.
incorrect_answer_1	b
incorrect_answer_rationale_1	Although the passage describes the honey corn cake as a treat, the text does not suggest that everyone loves honey corn cakes.
incorrect_answer_2	c
incorrect_answer_rationale_2	There is no mention of punishment in the story.
incorrect_answer_3	d

incorrect_answer_rationale_3	Although a bear is a wild animal, the text suggests that it only came to the cave because the honey attracted it there.
Scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.6.H 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: (H) synthesize information to create new understanding.
Objective	Students will synthesize information to write a short constructed response about the poem.
DOK Level	3
Question Type	Short constructed response

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	Read the question carefully. Describe the story's resolution. How did the parents feel about what had happened while they were away hunting? Support your answer with evidence from the selection.
prompt	<i>Write your response in the box provided.</i>
Scoring	Partial credit; 2 points

Scoring Rubric	Points	Content Development
	2	<ul style="list-style-type: none"> • A complete response explains that the parents were grateful that the children were safe and proud of Bright Star's actions. • A complete response will include at least one piece of supporting evidence from the text. A complete response may include but is not limited to, the following evidence cited or paraphrased from the text: <ul style="list-style-type: none"> ○ <i>Everyone was proud of her.</i> (stanza 6) ○ <i>To celebrate, they had a feast.</i> (stanza 6) ○ <i>Bright Star was honored with a delectable treat</i> (stanza 6) • Evidence is accurately used to support the response. • The response and the evidence to support it are based on the text.
	1	<ul style="list-style-type: none"> • A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is not provided. • A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer to the prompt.
	0	<ul style="list-style-type: none"> • The response is incorrect. • The response is not based on the text. • No response is provided.
		See rubric for scoring information

Item #	17
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native Americans
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.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	A student wrote the following sentences about "The Tale of Bright Star and the Honey Jar." The children lined the wall with pots of seeds jars of corn, and a special honey pot. What change is needed in the sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Change lined to line
answer_b	Change special to speshal
answer_c	Add a comma after seeds
answer_d	Change the period to an exclamation point
correct_answer	c
correct_answer_rationale	A comma is needed to separate items in a series.

incorrect_answer_1	a
incorrect_answer_rationale_1	The action takes place in the past, so the verb tense is correct.
incorrect_answer_2	b
incorrect_answer_rationale_2	The word <i>special</i> is spelled correctly.
incorrect_answer_3	d
incorrect_answer_rationale_3	This sentence is a statement and does not require an exclamation point.
Scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
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 apostrophes to form possessives.
DOK Level	2
Question Type	Hot text

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	Which sentence uses a contraction? [It held a season's worth of honey.] [This was, of course, a favorite treat.] ["Take care with that one," warned Bright Star.] ["It's special to us all."]
prompt	Select ONE correct answer.
correct_answer	["It's special to us all."]
correct_answer_rationale	<i>It's</i> is a contraction for the words <i>It is</i> .
incorrect_answer_1	[It held a season's worth of honey.]
incorrect_answer_rationale_1	The word <i>season's</i> uses an apostrophe to show possession.
incorrect_answer_2	[This was, of course, a favorite treat.]
incorrect_answer_rationale_2	This sentence includes several punctuation marks, but a contraction is not used.
incorrect_answer_3	["Take care with that one," warned Bright Star.]

incorrect_answer_rationale_3	This sentence includes several punctuation marks, but a contraction is not used.
Scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
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 edit drafts.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	A student is writing a response about the passage, "The Tale of Bright Star and the Honey Jar". Bright Star and Little Elk returned fathers ladder to him after they used it. What change is needed to this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Change <i>fathers</i> to <i>father</i>
answer_b	Change <i>fathers</i> to <i>father's</i>
answer_c	Change <i>fathers</i> to <i>fathers'</i>
answer_d	Change <i>fathers</i> to <i>fathers's</i>
correct_answer	b
correct_answer_rationale	There is one father, so the sentence needs a singular possessive noun.

incorrect_answer_1	a
incorrect_answer_rationale_1	This is the singular form of father. There is one father who possesses the ladder. the sentence needs a singular possessive noun.
incorrect_answer_2	b
incorrect_answer_rationale_2	This is the plural possessive form of father. There is one father, so the sentence needs a singular possessive noun.
incorrect_answer_3	c
incorrect_answer_rationale_3	There is one father, so the sentence needs a singular possessive noun. This incorrectly forms a plural possessive.
Scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Native American Regions and Cultures
TEKS	TEKS 3.3C 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> , <i>-ful</i> .
Objective	Students identify and use the meaning of words with affixes.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tale of Bright Star and the Honey Jar

QUESTION

Element	Value
stimulus	Refer to the poem "The Tale of Bright Star and the Honey Jar."
question_stem	In paragraph 6, the suffix <i>-ly</i> helps the reader know that quickly means -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	having a faster speed
answer_b	at a fast speed
answer_c	having no speed
answer_d	at a slow speed
correct_answer	b
correct_answer_rationale	quickly is an adverb that means to move at a fast speed or rapidly.
incorrect_answer_1	a
incorrect_answer_rationale_1	In this case, to say someone is faster than another, we would use the word "quicker" instead of quickly.
incorrect_answer_2	c
incorrect_answer_rationale_2	having no speed does not mean doing something quickly or fast.

incorrect_answer_3	d
incorrect_answer_rationale_3	to move or act slowly is the opposite of doing something quickly or at a rapid pace.
Scoring	Exact match; 1 point

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