

Grade	3
Unit/Domain	Early Explorations of North America
Copyright (Original or Public Domain)	CKLA
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	6.5
Word Count	343
Title	Christopher Columbus and John Cabot: Parallel Lives
Author	Adapted by Wisewire from original article by Anonymous

Christopher Columbus and John Cabot: Parallel Lives

(1) Christopher Columbus and John Cabot were two important explorers. The two men lived at the same time. They were almost the same age. They were rivals, too. Both wanted to reach Asia from Europe by sailing west instead of east.

(2) Their lives were parallel in many ways. First, both Columbus and Cabot were born sometime around 1451 in Italy. In the 1470s, Columbus worked as a sailor. He sailed to many ports around the Mediterranean Sea. Meanwhile, Cabot worked as a merchant. He traded in ports all around the Mediterranean.

(3) In 1485, Columbus came up with a plan to find a new route to India by sailing west. India was a source of many valuable goods that Europeans wanted. Columbus needed to find people to pay for his voyage. John II, King of Portugal, said no. Finally, King Ferdinand and Queen Isabella of Spain said yes.

(4) Columbus set sail in 1492. Because he sailed west instead of east, he ran into North America. Columbus believed he had reached islands in South Asia. In fact, he had landed on an island in the Caribbean Sea.

Item #	1
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Objective	Students will determine the meaning of unfamiliar words in a text.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	What is the meaning of <u>merchant</u> in paragraph 2.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a person born in Italy
answer_b	a person who likes exploring
answer_c	a person who sails a boat
answer_d	a person involved in trade
correct_answer	d
correct_answer_rationale	The meaning of merchant in the passage is someone involved in trade.
incorrect_answer_1	a
incorrect_answer_1_rationale	The word merchant does not mean someone born in Italy. Columbus was a merchant born in Italy, but this does not mean the same thing.

incorrect_answer_2	b
incorrect_answer_2_rationale	Columbus was an explorer and a sailor, but not a merchant.
incorrect_answer_3	c
incorrect_answer_3_rationale	Columbus was a sailor and a merchant, but those are not the same thing, so a person who is a sailor is not a merchant.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.C Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> .
Objective	Students will identify the meaning of common prefixes and suffixes.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	Read this sentence about the passage. Because he sailed west, Columbus was <u>unable</u> to reach South Asia. In the sentence, the prefix <i>un-</i> helps the reader understand that <u>unable</u> means—
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	able again
answer_b	very able
answer_c	not able
answer_d	full of ability
correct_answer	c
correct_answer_rationale	The prefix <i>-un</i> means not, so the word means <i>not able</i> .
incorrect_answer_1	a

incorrect answer_1_rationale	The prefix <i>-un</i> means not, so it would not mean to be able again.
incorrect_answer_2	b
incorrect answer_2_rationale	The prefix <i>-un</i> means not, which is the opposite of being very able.
incorrect_answer_3	d
incorrect answer_3_rationale	The prefix <i>-un</i> means not; to be fully able would be the opposite of being unable to do something.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.C Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> .
Objective	Students will identify and use common prefixes and suffixes.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	In paragraph 3, the suffix <i>-ly</i> in the word finally helps the reader understand the meaning of finally is -
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	with certainty
answer_b	at first
answer_c	after a short time
answer_d	after a long time
correct_answer	d
correct_answer_rationale	The correct answer is "after a long time" because Columbus was waiting for someone to provide him with the resources to explore and the text says, "Finally, King Ferdinand and Queen Isabella said yes."
incorrect_answer_1	a
incorrect_answer_1_rationale	"Finally" does not mean the same thing as <i>with certainty</i> in this case. It signals a period of time.

incorrect_answer_2	b
incorrect_answer_2_rationale	The word "initially" means at first. <i>Finally</i> , signals that a period of time has passed, so this would be the opposite meaning.
incorrect_answer_3	c
incorrect_answer_3_rationale	<i>Finally</i> signals that Columbus was waiting for a period of time, so it does not mean that he only waited a short amount of time. Using the word <i>shortly</i> in that case would be more appropriate.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.6.G 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 evaluate details to determine a key idea about North American exploration.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B. Part A What key idea do the details in paragraphs 4 through 7 support about Cabot and Columbus exploration of the New World?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Columbus sailed to North America in 1492.
answer_b	Columbus and Cabot explored the New World on multiple voyages.
answer_c	Cabot took a different route to the Americas.
answer_d	Cabot explored the further north in the Americas than

	Columbus.
correct_answer	b
correct_answer_rationale	The details in paragraphs 4-7 support the idea that Columbus and Cabot explored the New World taking multiple voyages.
incorrect_answers	a, c, d
incorrect_answer_rationale	Although these are accurate details in the passage, they do not necessarily support the key idea of both Cabot and Columbus and their exploration of the New World.
scoring	Exact match; 1 point
question_stem	Part B Which sentence(s) from the article best supports the answer to Part A?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Columbus set sail in 1492.
answer_b	However, both men played major roles in introducing Europeans to the “New World” across the ocean.
answer_c	Cabot thought the distance to sail would be much shorter if one sailed closer to the North Pole.
answer_d	Cabot made three voyages for England. He explored the coast of North America.
correct_answer	However, both men played major roles in introducing Europeans to the “New World” across the ocean.
correct_answer_rationale	This sentence supports the idea that Cabot and Columbus explored the New World on multiple voyages.
incorrect_answer_1	a
incorrect_answer_1_rationale	Although this detail is true, it does not support the key idea, as it just gives information about Columbus setting sail, but it does not say where and Cabot is not referenced in this detail.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although this detail is true, it does not support the key idea because it only addresses what Cabot thought about the distance to the Americas.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although this detail is true, it does not support the key idea, as it only addresses what Cabot did as he traveled to England.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Objective	Students will determine the meaning of unfamiliar words.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	What is the meaning of the word <u>distance</u> in paragraph 5?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	the space between two things
answer_b	the length of a race
answer_c	the way taken
answer_d	the obstacle between two things
correct_answer	a
correct_answer_rationale	The paragraph uses distance in terms of the space between two locations.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although this is a definition of distance, it is not the way the word is used in this paragraph.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is the definition of <i>route</i> , not distance.

incorrect_answer_3	d
incorrect_answer_3_rationale	The Americas were an obstacle to Columbus, but that is not the definition of distance.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
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 demonstrate understanding of a text using information gathered from images and text.
DOK Level	2
Question Type	Short Constructed Response

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	Read the question carefully. What can the reader conclude about both Columbus and Cabot from information included in the selection and images? Support your answer with evidence from the selection.
prompt	<i>Write your response in the box provided.</i>

Scoring Rubric	Points 2	Content Development <ul style="list-style-type: none"> • A complete response explains that both Columbus and Cabot were devoted to exploration. • A complete response will include at least two pieces 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>In 1485, Columbus came up with a plan to find a new route to India by sailing west. (paragraph 3)</i> ○ <i>Cabot asked King Henry VII, of England, to fund a new voyage west. (paragraph 6)</i> ○ <i>Columbus made three more voyages for Spain. He explored the Caribbean Sea and the coast of South America. (paragraph 6)</i> ○ <i>Cabot made three voyages for England. He explored the coast of North America (paragraph 6)</i> • 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 answer the question. However, the evidence included does not support the answer stated, or no evidence is provided. • A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer to the prompt.
	0	<ul style="list-style-type: none"> • The response is incorrect. • The response is not based on the text. • No response is provided.

Item #	7
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.9.D.ii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Objective	Students will locate information using a map to support understanding.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	What information does the map provide to support understanding of the text?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	It shows the routes Columbus took.
answer_b	It shows the routes Cabot took.
answer_c	It compares the voyages Columbus and Cabot took.
answer_d	It explains why each voyage followed a different route.
correct_answer	a
correct_answer_rationale	The map shows the route for Columbus' four voyages, not Cabot's.

incorrect_answer_1	b
incorrect_answer_1_rationale	The caption explains that the map shows routes Columbus took, not Cabot.
incorrect_answer_2	c
incorrect_answer_2_rationale	The map does not compare the voyages each explorer took. It just shows the route for each of Columbus' four voyages.
incorrect_answer_2	d
incorrect_answer_2_rationale	The map shows the different routes, but it does not explain why the routes differed.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.11.D.iv 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: (iv) adjectives, including their comparative and superlative forms.
Objective	Students will apply suffixes to words to use adjectives accurately.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value		
stimulus			
question_stem	Cabot planned to take a	A quick B quicker C more quick D quickest	route west than Columbus took.
prompt	Select the best answer.		
randomize_answer_choices	yes		
answer_a	quick		
answer_b	quicker		
answer_c	more quick		
answer_d	quickest		
correct_answer	b		
correct_answer_rationale	The word <i>quicker</i> compares the routes that Columbus and Cabot took across the Atlantic Ocean. Cabot's route was quicker because it was shorter than Columbus'.		

incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence compares two routes, so it requires an adjective that compares two things. <i>Quick</i> is an adjective that describes one thing.
incorrect_answer_2	c
incorrect_answer_2_rationale	It is incorrect to add <i>more</i> to form the comparative form of <i>quick</i> . The comparative form of <i>quick</i> adds <i>-er</i> at the end of the word.
incorrect_answer_3	d
incorrect_answer_3_rationale	The adjective <i>quickest</i> means “most quick.” This sentence compares Cabot’s route to Columbus’s, but <i>quickest</i> is used when comparing more than two things, while this sentence only compares two things.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.11.D.iv 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: (iv) adjectives, including their comparative and superlative forms.
Objective	Students edit drafts to form comparative and superlative adjectives.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	The following sentence about Christopher Columbus and John Cabot contains an error. Christopher Columbus's travels were not <u>important</u> than John Cabot's, but they are better known by some people. Which word or phrase is the correct form of <i>important</i> in this sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	importanter
answer_b	importantest
answer_c	more important
answer_d	most important

correct_answer	c
correct_answer_rationale	The correct answer is “more important.” The sentence compares two things: Columbus’s travels and Cabot’s travels. The comparative form of important is <i>more important</i> .
incorrect_answer_1	a
incorrect_answer_1_rationale	The suffix <i>-er</i> can sometimes be used to create a comparative adjective; however, that is not how the comparative form of <i>important</i> is formed.
incorrect_answer_2	b
incorrect_answer_2_rationale	This is not a form of the word <i>important</i> .
incorrect_answer_3	d
incorrect_answer_3_rationale	The word <i>most</i> is used with the adjective <i>important</i> to compare more than two things. This sentence compares only two things: Columbus’s travels and Cabot’s travels.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
Standard	TEKS 3.3.A 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: (A) use print or digital resources to determine meaning, syllabication, and pronunciation.
Objective	Students will use a dictionary to define words.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	Christopher Columbus and John Cabot: Parallel Lives

QUESTION

Element	Value
stimulus	Refer to the text "Christopher Columbus and John Cabot: Parallel Lives"
question_stem	Read the dictionary entry for the word <u>parallel</u> . parallel <i>noun</i> 1. [an imaginary line that circles Earth] 2. [a person or thing that is like another person or thing] <i>adjective</i> 3. [separate but alike] 4. [(of lines) side by side with equal distance between] What meaning best matches the way the word parallel is used in paragraph 2?
prompt	<i>Choose the best answer.</i>
correct_answer (key)	[separate but alike]
correct_answer_rationale	The answer is "separate but alike." Columbus and Cabot were separate people, but the passage explains how their lives were

incorrect_answer_1_rationale	Although the passage is about explorers who traveled around Earth, this answer choice does not make sense in the context of the sentence.
incorrect_answer_2	[a person or thing that is like another person or thing]
incorrect_answer_2_rationale	This meaning of <i>parallel</i> is close to the meaning used in the passage, but this answer choice is a noun. <i>Parallel</i> is not used as a noun in this sentence from the passage.
incorrect_answer_3	[(of lines) side by side with equal distance between]
incorrect_answer_3_rationale	This definition refers specifically to lines. This does not make sense in the context of the passage. The author is not talking about lines.
scoring	Exact match; 1 point

Grade (if applicable)	3
Unit/Domain	Early Explorations of North America
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	https://www.history.com/this-day-in-history/cabeza-de-vaca-discovers-texas https://www.britannica.com/biography/Alvar-Nunez-Cabeza-de-Vaca https://www.thoughtco.com/the-conquistadors-2136575
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	7.5
Word Count	336
Title	The First Explorer of Texas
Author (if applicable)	OER K-5 RLA

The First Explorer of Texas

(1) In the early 1500s, Spain sent many Conquistadors to the Americas. Their goal was to colonize the Americas and build a vast Spanish empire. One of these expeditions arrived in what eventually became Texas. Their arrival was not the main goal of the quest. In fact, the Conquistador in charge of the expedition leaving Spain, Panfilo de Narvaez, did not ever land in Texas. His treasurer, Álvar Núñez Cabeza de Vaca, did.

(2) Álvar Núñez Cabeza de Vaca was born in Spain in 1490. He traveled to America as a treasurer to the Narváez Spanish expedition. The group of around 300 men landed in Florida in 1528 and began exploring. They were ill-prepared for the expedition and unlucky. They did not fare well.

(3) The group was faced with many challenges. Within months, there were fewer than 100 men. At that point, de Vaca left Florida hoping to find a Spanish settlement in Mexico, so they set sail on a barge. The group continued to suffer, encountering storms and high seas. Often, they had little food or water. In time, they landed on the shore near Galveston. When they landed, they were met by Native Americans as they came ashore. They were the first Europeans to set foot in what is now Texas. These explorers continued to encounter conflict and disease, causing them to lose more and more men.

(4) In 1532, Cabeza de Vaca and only three other men survived. They began exploring Texas. They encountered Native American tribes and lived among them for several years. Cabeza de Vaca learned ways to heal others and his ability to treat others may have helped him to survive.

(5) In 1536, Cabeza de Vaca encountered other Spanish explorers and went to Mexico City. There he recounted his tales of trial and hardships in his travels. Although the losses of the initial expedition were countless, their stories were inspirational. The tales stirred others to go back to Texas and continue to explore the land.

Item #	11
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
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> , and <i>-ful</i> .
Objective	Students will identify the meaning and use words with affixes.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage "The First Explorer of Texas."
question_stem	In paragraph 2, the prefix <i>un-</i> helps the reader understand that <u>unlucky</u> means –
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	to be lucky again
answer_b	able to have luck
answer_c	to be full of luck
answer_d	to have no luck
correct_answer	d
correct_answer_rationale	The correct answer is "un-." This prefix comes from Latin and means <i>not</i> . <i>Unlucky</i> means <i>not</i> lucky.
incorrect_answer_1	a
incorrect_answer_1_rationale	The prefix <i>un-</i> means <i>not</i> . The prefix <i>re-</i> would mean to do again, but that would not be the appropriate use for this word.
incorrect_answer_2	b

incorrect_answer_2_rationale	The prefix un- does not mean to be able.
incorrect_answer_3	c
incorrect_answer_3_rationale	The prefix un- does not mean full of, it means not or no.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.C Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> .
Objective	Students will know the meaning of common prefixes and suffixes.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
question_stem	What does the prefix <i>a-</i> mean in the word <u>ashore</u> in paragraph 3
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	not
answer_b	good
answer_c	on
answer_d	again
correct_answer	c
correct_answer_rationale	The correct answer is "on." The prefix <i>a-</i> means "on." The barge had come <i>on</i> the shore.
incorrect_answer_1	a
incorrect_answer_1_rationale	The prefix <i>a-</i> does not mean "not." The barge came ashore; "not" does not make sense in this context.
incorrect_answer_2	b
incorrect_answer_2_rationale	It does not make sense to say that the barge had come "good shore."
incorrect_answer_3	d

incorrect_answer_3_	The barge did not come onto the shore <i>again</i> .
rationale	
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.C Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> .
Objective	Students will identify and use words with affixes.
DOK Level	3
Question Type	Inline choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value		
stimulus	Refer to the passage, "The First Explorer of Texas." Complete this sentence about the passage		
question_stem	While living with Native Americans, de Vaca learned ways to be help-	A ers B ful C less D ing	to others.
prompt	<i>Select the best answer.</i>		
randomize_answer_choices	yes		
answer_a	ers		
answer_b	ful		
answer_c	less		
answer_d	ing		
correct_answer	b		
correct_answer_rationale	The suffix <i>-ful</i> means "full of" or "having." The word <i>helpful</i> describes people who have help to give to others.		

incorrect_answer_1	a
incorrect_answer_1 _ rationale	The suffix <i>-er</i> means “one who does,” and the noun <i>helper</i> means “someone who helps.” However, this sentence requires an adjective, not a noun.
incorrect_answer_2	c
incorrect_answer_2 _ rationale	The suffix <i>-less</i> means “without.” According to the passage, de Vaca was not helpless.
incorrect_answer_3	d
incorrect_answer_3 _ rationale	The ending <i>-ing</i> is used to indicate the present tense in a verb.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	3
Assessment Type	End of Year
Unit/Domain Title	Early Explorations of North America
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 the central idea of a text.
DOK Level	2
Question Type	Multiselect

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas.

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
stem	The central ideas of the passage explore the—
prompt	Select <i>TWO</i> correct answers
randomize_answer_choices	yes
answer_a	details that Cabeza de Vaca learned many skills from the Native Americans.
answer_b	challenges of colonization of the Americas.
answer_c	successful explorations of Panfilo de Narvaez.
answer_d	many encounters that Cabeza de Vaca had with Native Americans.
correct_answers	a, d,
correct_answer_rationale	The passage focuses on the exploration by Cabeza de Vaca as a part of Spain's colonization of the Americas, his encounters with the Native Americans and the things that he learned.
incorrect_answers	b, c
incorrect_answer_rationale	Although these are details in the passage that support a central idea but are not the central idea.
scoring	Partial match per response; 1 point (.5 each)

Item #	15
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
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	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
question_stem	According to the text, why did de Vaca leave Florida?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	to sail the high seas
answer_b	to find a Spanish settlement
answer_c	to go back to Spain
answer_d	to colonize another territory
correct_answer	b
correct_answer_rationale	The passage says, "At that point, de Vaca left Florida hoping to find a Spanish settlement in Mexico, so they set sail on a barge."
incorrect_answer_1	a
incorrect_answer_1_rationale	Although de Vaca encountered storms and high seas, that was not the cause for his departure.
incorrect_answer_2	c
incorrect_answer_2_rationale	He did not go back to Spain; he went west to look for a Spanish settlement
incorrect_answer_3	d

incorrect_answer_3_rationale	The goal when leaving Spain was to colonize the Americas, but that goal wasn't met in Florida and de Vaca didn't leave to colonize another territory.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make an inference using text evidence about an explorer.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
question_stem	What can the reader infer about Cabeza de Vaca from paragraph 4?
prompt	Select the best answer.
Randomize_answer_choices	yes
answer_a	He is adventurous.
answer_b	He is carefree.
answer_c	He is timid.
answer_d	He is resourceful.
correct_answer	d
correct_answer_rationale	Cabeza de Vaca's ability to learn a new skill suggests he is resourceful and that helped him survive.
incorrect_answer_1	a
incorrect_answer_1_rationale	The focus of this paragraph is not on adventure.
incorrect_answer_2	b
incorrect_answer_2_rationale	The reader could not infer that being lost suggests a carefree attitude.

incorrect_answer_3	c
incorrect_answer_3_rationale	Nothing in de Vaca's actions indicate he is fearful.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make an inference using evidence from the text about the author's purpose for including information in the text.
DOK Level	3
Question Type	multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
question_stem	The author includes information about the storms and high seas most likely to —
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	emphasize the continued difficulties of the expedition.
answer_b	exaggerate the experience of the explorers.
answer_c	explain why the explorers were unlucky.
answer_d	describe how the expedition lost men.
correct_answer	a
correct_answer_rationale	This detail emphasizes the continued difficulties.
incorrect_answer_1	b
incorrect_answer_1_rationale	The detail is not an exaggeration.
incorrect_answer_2	c
incorrect_answer_2_rationale	The details explain how, but not why, they were unlucky.
incorrect_answer_3	d
incorrect_answer_3_rationale	There is no mention of men being lost because of storms or high seas.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
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 for punctuating items in a series.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage, "Christopher Columbus and John Cabot: Parallel Lives."
question_stem	A student wrote these sentences about the passage. The student wants to combine these sentences to include items in a series. Cabeza de Vaca went to Florida. He went to Texas. He went to Mexico. What is the correct way to combine these sentences?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Cabeza de Vaca went to Florida, Texas, and Mexico.
answer_b	Cabeza de Vaca went to Florida. Cabeza de Vaca went to Texas. Cabeza de Vaca went to Mexico.

answer_c	Cabeza de Vaca went to Florida. He went to Texas and Mexico, too.
answer_d	He went to Florida, Texas, and Mexico?
correct_answer	a
correct_answer_rationale	This edit shows that the items in a series are correctly punctuated with commas.
incorrect_answer_1	b
incorrect_answer_1_rationale	This edit repeats information about Cabeza in three separate sentences, which reduces the conciseness of the idea.
incorrect_answer_2	c
incorrect_answer_2_rationale	This edit does not correctly apply commas in a series, as it splits the information into two sentences, which creates a repetitive idea.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is not the best choice because it does not include the proper name and includes a question mark, which is an inaccurate usage of this punctuation mark.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.11.D.iv 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: (iv) adjectives, including their comparative and superlative forms.
Objective	Students will form and use comparative and superlative adjectives.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas.

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
question_stem	A student wrote this sentence about the passage. The group of explorers who landed in Texas was small than the group that began the expedition. What change needs to be made to this sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Change group to groups
answer_b	Change small to smaller
answer_c	Change in to with
answer_d	Change the period to a question mark
correct_answer	b
correct_answer_rationale	The comparative form of the adjective needs to be used.
incorrect_answer_1	a

incorrect answer_1_rationale	The sentence is talking about one group, so it should be singular.
incorrect_answer_2	c
incorrect_answer_2_ rationale	When the group got to Texas, they were in Texas, not with Texas.
incorrect_answer_3	d
incorrect_answer_3_ rationale	The sentence is a statement, not a question.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Early Explorations of North America
TEKS	TEKS 3.3.A 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: (A) use print or digital resources to determine meaning, syllabication, and pronunciation.
Objective	Students will use a dictionary to define words.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The First Explorer of Texas

QUESTION

Element	Value
stimulus	Refer to the passage, "The First Explorer of Texas."
question_stem	Read the dictionary entry. encounter <i>noun</i> 1. a casual meeting 2. a confrontation <i>verb</i> 3. to be faced with 4. to meet Which meaning of <u>encounter</u> is used in paragraph 5?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	a casual meeting
answer_b	a confrontation

answer_c	to be faced with
answer_d	to meet
correct_answer	c
correct_answer_rationale	In the sentence, the explorers faced conflict and disease.
incorrect_answer_1	a
incorrect_answer_1_rationale	A noun does not make sense in the context of the sentence.
incorrect_answer_2	b
incorrect_answer_2_rationale	A noun does not make sense in the context of the sentence.
incorrect_answer_3	d
incorrect_answer_3_rationale	This choice does not make sense in the context of the sentence.
scoring	Exact match; 1 point

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