

Grade	3
Unit/Domain	Colonial America
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	N/A
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	4.1
Word Count	337
Title	An Account of Pennsylvania
Author (if applicable)	CKLA

An Account of Pennsylvania

(1) In 1681, Gabriel Thomas left his home in England. He sailed to America and settled in Pennsylvania. At the time, Pennsylvania was a new colony. It had been set up by the Quaker William Penn. Thomas went there partly because he was a Quaker, too.

(2) Thomas lived in Pennsylvania for 16 years. In 1697, he sailed back to Europe. The next year, he published a book. It was called *An Account of Pennsylvania*. Here are some of the details Thomas reported in his book.

(3) “The air in Pennsylvania is very pleasant and wholesome. The sky is rarely cloudy. Winters are a little colder than in England and Wales. Summers are a little hotter. The earth is very fertile and good for farming. ... Most years the farmers get twenty to thirty bushels of corn for each bushel they plant.”

(4) “Wages are high. A poor man can make three times as much as he would make in England. A carpenter can make five or six shillings a day. A shoemaker can get two shillings for a pair of shoes. A potter can get sixteen pence for a pot, which may be bought in England for four pence. Women can earn good wages there as well. There are not many women there. So seamstresses are well paid.”

(5) “There are many sorts of wild animals in Pennsylvania. ... The opossum is a strange creature. She has a pouch to hold her young. She keeps them there, safe from all dangers. They also have flying squirrels. The flying squirrel has flaps of skin that are like wings. It is much lighter than a common squirrel. I have seen them fly from one tree to another. But how long they can stay in the air is not known.”

(6) "Reader, what I have written here is not a fiction, flam, or whim. It is all true. I was an eyewitness to it all. For I went to Pennsylvania in the first ship that sailed there, in the year 1681."

Item #	1
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 use context to determine the meaning of unfamiliar words.
DOK Level	3
Question Type	Multipart

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B. Part A What is the meaning of the word <i>shillings</i> in paragraph 4?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a type of money
answer_b	a pair of shoes
answer_c	a person who sews
answer_d	a bushel
correct_answer	a
correct_answer_rationale	A shilling is a type of money. It is a former British coin equal to twelve pence.
incorrect_answer_1	b
incorrect_answer_1_rationale	The paragraph states that more money could be made from making shoes, but this is not the correct word for a pair of shoes.

incorrect_answer_2	c
incorrect_answer_2_rationale	A seamstress is referenced in this paragraph in the context of earning money, but that is not what a shilling is.
incorrect_answer_3	d
incorrect_answer_3_rationale	Bushels of corn are referenced in paragraph 3, not in paragraph 4. Also, this does not mean the same thing as money.
scoring	Exact match; 1 point
question_stem	Part B Which word or phrase from the article best supports the answer to Part A?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Wages are high
answer_b	Carpenter
answer_c	for a pot
answer_d	many women there
correct_answer	a
correct_answer_rationale	The phrase “wages are high” helps the reader know that shillings are a form of money, in this case that is used to pay workers in the new colony.
incorrect_answer_1	b
incorrect_answer_1_rationale	This word relates to one of the types of workers in the new colony, not to money.
incorrect_answer_2	C
incorrect_answer_2_rationale	This phrase relates to something that was sold or bought in the new colony, not to money.
incorrect_answer_3	D
incorrect_answer_3_rationale	This phrase relates to people in the new colony, not to money.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
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 a retell that maintains the meaning of the passage.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	What is the best retelling of the passage?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Gabriel Thomas lived in Pennsylvania for 16 years before returning to England and writing a book called <i>An Account of Pennsylvania</i> . The book included detailed observations about the weather, the wages, and the animals in Pennsylvania.
answer_b	Gabriel Thomas left England and went to Pennsylvania because the Quakers had settled there. He moved back to England after 16 years and wrote a book called <i>An Account of Pennsylvania</i> .
answer_c	Gabriel Thomas lived in Pennsylvania and observed many things. He observed the weather and soil. He observed the kind of work people did. He even observed the animals.
answer_d	Gabriel Thomas went on the first ship that sailed to Pennsylvania. He lived in the colony there for a long time before going back to England. He wrote a book called <i>An Account of Pennsylvania</i> that he published when he got back from England.

correct_answer	a
correct_answer_rationale	This retelling includes all of the important details of the passage.
incorrect_answer_1	b
incorrect_answer_1_rationale	This retelling does not include all of the most important details of the passage including what Thomas wrote about.
incorrect_answer_2	c
incorrect_answer_2_rationale	This retelling does not include all of the most important details of the passage and provides vague information.
incorrect_answer_3	d
incorrect_answer_3_rationale	This retelling lacks logical order and does not provide key information about Thomas' achievements.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 from a text about colonial America.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	What is the central idea of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Gabriel Thomas recorded many details about life in Colonial America in the 1698 book <i>An Account of Pennsylvania</i> .
answer_b	<i>An Account of Pennsylvania</i> tells how much items cost in America long ago.
answer_c	There were many interesting and strange animals living in Pennsylvania in the late 1600s.
answer_d	Gabriel Thomas traveled to America from Wales in 1681 on the first ship that sailed to Pennsylvania.
correct_answer	a
correct_answer_rationale	The correct answer is "Gabriel Thomas recorded many details about life in Colonial America in the 1698 book <i>An Account of Pennsylvania</i> ." This statement tells the most important details of who Thomas was and what he did.

incorrect_answer_1	b
incorrect_answer_1_rationale	This answer choice gives details about one aspect of life in colonial America. However, it is not the central idea of the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	This answer choice tells a detail that Thomas included in his book, but it does not give the central idea of the passage.
incorrect_answer_3	d
incorrect_answer_3_rationale	This answer choice is true, but it is a detail about Thomas's life. It is not the central idea of the passage.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 from a paragraph of the passage.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	Reread paragraph 4. Choose the sentence that states the central idea of the paragraph. [Wages are high.] [A poor man can make three times as much as he would make in England.] [A carpenter can make five or six shillings a day.] [A shoemaker can get two shillings for a pair of shoes.] [A potter can get sixteen pence for a pot, which may be bought in England for four pence.] Women can earn good wages there as well. There are not many women there. [So seamstresses are well paid.]
prompt	<i>Select the best answer.</i>
correct_answer	[Wages are high.]
correct_answer_rationale	The central idea is that wages are high in colonial Pennsylvania. The sentences that follow are details that show that wages are high.
incorrect_answer_1	[A poor man can make three times as much as he would make in England.]
incorrect_answer_1_rationale	This is a detail. It gives an example to support the central idea of the paragraph. It is not the main idea.

incorrect_answer_2	[A carpenter can make five or six shillings a day.]
incorrect_answer_2_rationale	This is a detail. It gives an example to support the idea that people could earn more money in America.
incorrect_answer_3	[A shoemaker can get two shillings for a pair of shoes.]
incorrect_answer_3_rationale	This is a detail. It gives an example to support the central idea pertaining to higher wages.
incorrect_answer_4	[A potter can get sixteen pence for a pot, which may be bought in England for four pence.]
incorrect_answer_4_rationale	This is a detail. It gives an example to support the idea of the the difference in wages between the two countries.
incorrect_answer_5	[So seamstresses are well paid.]
incorrect_answer_5_rationale	This is a detail. It gives an example to support the idea that wages were higher in America.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 details that support a central idea in a text about colonial America.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	What details from the story show comparisons between England and Pennsylvania?
prompt	<i>Select two correct answers.</i>
randomize_answer_choices	yes
answer_a	The air in Pennsylvania is very pleasant and wholesome. (paragraph 3)
answer_b	Winters are a little colder than in England and Wales. (paragraph 3)
answer_c	Summers are a little hotter. (paragraph 3)
answer_d	The earth is very fertile and good for farming. (paragraph 3)
correct_answers	b, c
correct_answer_rationale	Each of these statements makes a comparison about the two locations.
incorrect_answer_1	a
incorrect_answer_1_rationale	This is a detail just about Pennsylvania.
incorrect_answer_2	d
incorrect_answer_2_rationale	This is a detail just about Pennsylvania.
scoring	Partial match; 1 point (.5 points each)

Item #	6
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
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 identify the organizational pattern of selected paragraphs within a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	How is the information in paragraphs 1 and 2 organized?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	chronological order
answer_b	cause and effect
answer_c	compare and contrast
answer_d	problem and solution
correct_answer	a
correct_answer_rationale	These paragraphs use language that signals a sequence of events by using dates and the age of a person. This shows that the paragraphs are organized chronologically.
incorrect_answer_1	b
incorrect_answer_1_rationale	These paragraphs do not include causes and their effects.
incorrect_answer_2	c
incorrect_answer_2_rationale	No comparative information is given in these paragraphs.
incorrect_answer_3	d
incorrect_answer_3_rationale	These paragraphs do not describe problems and their solutions.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 support a key idea.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	Reread paragraph 4. ["Wages are high.] [A poor man can make three times as much as he would make in England.] A carpenter can make five or six shillings a day. [A shoemaker can get two shillings for a pair of shoes.] [A potter can get sixteen pence for a pot, which may be bought in England for four pence.] Women can earn good wages there as well. [There are not many women there.] [So seamstresses are well paid.]" What details in paragraph 4 support the idea that wages were higher in America than England?
prompt	Select two correct answers.
answer_a	Wages are high.
answer_b	A poor man can make three times as much as he would make in England.
answer_c	A potter can get sixteen pence for a pot, which may be bought in England for four pence.
answer_d	So seamstresses are well paid.
correct_answers	b, c

correct_answer_rationale	In the first sentence, the phrase “three times as much” clues the reader to the comparison. In the second sentence, the clue word is “which.” The different amounts “sixteen pence” and “four pence” help the reader know that the cost is being compared.
incorrect_answers	a, d
incorrect_answer_rationale_all	These statements do not include comparisons and do not indicate that wages are higher in one place over another.
scoring	Partial match; 1 point (.5 each)

Item #	8
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
TEKS	TEKS 3.11.D.vii 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: (vii) pronouns, including subjective, objective, and possessive cases.
Objective	Students will edit drafts for the correct use of pronouns.
DOK Level	1
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value		
stimulus	A student is writing about the passage, "An Account of Pennsylvania." Choose the correct pronoun for the sentence.		
question_stem	Molly works as a seamstress.	A She B He C It D They	earns a good wage for her work.
prompt	<i>Select the best answer.</i>		
randomize_answer_choices	yes		
answer_a	She		
answer_b	He		
answer_c	It		
answer_d	They		
correct_answer	a		
correct_answer_rationale	The pronoun refers to Molly, the seamstress. It is the subject of the sentence, so it needs to be a singular, subject, feminine pronoun.		
incorrect_answer_1	b		
incorrect_answer_1_rationale	He is a masculine pronoun. The pronoun refers to Molly, the seamstress. It is the subject of the sentence, so it needs to be a singular, subject, feminine pronoun.		

incorrect_answer_2	c
incorrect_answer_2_rationale	It is a pronoun that refers to an object. The pronoun refers to Molly, the seamstress. It is the subject of the sentence, so it needs to be a singular, subject, feminine pronoun.
incorrect_answer_3	d
incorrect_answer_3_rationale	They is a plural pronoun. The pronoun refers to Molly, the seamstress. It is the subject of the sentence, so it needs to be a singular, subject, feminine pronoun.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
TEKS	TEKS 3.11.D.vii 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: (vii) pronouns, including subjective, objective, and possessive cases.
Objective	Students will edit drafts for the correct use of pronouns.
DOK Level	1
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	A student is writing about the passage, "An Account of Pennsylvania." Choose the correct pronoun for the sentence.
question_stem	Thomas saw flying squirrels. He saw A they B it C her D them fly from tree to tree.
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	they
answer_b	It
answer_c	her
answer_d	them
correct_answer	d
correct_answer_rationale	The pronoun refers to the flying squirrels and is the object of the verb saw, so it needs to be a plural, object pronoun.
incorrect_answer_1	a
incorrect_answer_1_rationale	<i>They</i> is a subject pronoun. The pronoun refers to the flying squirrels and is the object of the verb saw, so it needs to be a plural, object pronoun.
incorrect_answer_2	b

incorrect_answer_2_rationale	<i>It</i> is a singular subject or object pronoun. The pronoun refers to the flying squirrels and is the object of the verb saw, so it needs to be a plural, object pronoun.
incorrect_answer_3	c
incorrect_answer_3_rationale	<i>Her</i> is a singular, object, feminine pronoun. The pronoun refers to the flying squirrels and is the object of the verb saw, so it needs to be a plural, object pronoun.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
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 revise sentences to improve word choice.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	Read the sentence about Gabriel Thomas's book <i>An Account of Pennsylvania</i> . Thomas wrote that wages were high in Pennsylvania than in England. What is the best way to revise this sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Thomas wrote that wages were higher in Pennsylvania than in England.
answer_b	Thomas wrote that wages were highest in Pennsylvania than in England.
answer_c	Thomas wrote that wages were more high in Pennsylvania than in England.
answer_d	Thomas wrote that wages were most high in Pennsylvania than in England.
correct_answer	a
correct_answer_rationale	This sentence correctly forms the comparative of high.
incorrect_answer_1	b
incorrect_answer_1_rationale	Only two places are compared, so the adjective needs to be comparative, not superlative.

incorrect_answer_2	c
incorrect_answer_2_rationale	In order to form the comparative of <i>high</i> , an <i>-er</i> is added.
incorrect_answer_3	d
incorrect_answer_3_rationale	In order to form the comparative of <i>high</i> , an <i>-er</i> is added.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
TEKS	TEKS 3.2.B.v.ii Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply spelling knowledge by:(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
	Students will demonstrate spelling knowledge with words that change when suffixes are added.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	An Account of Pennsylvania

QUESTION

Element	Value
stimulus	Refer to the passage, "An Account of Pennsylvania."
question_stem	A student wrote this sentence as a response to the text. Gabriel Thomas wrote that people could find happyness in Pennsylvania. What change is needed in the sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Change wrote to writes
answer_b	Insert a comma after that
answer_c	Delete could
answer_d	Change happyness to happiness
correct_answer	d
correct_answer_rationale	When adding the suffix <i>-ness</i> to <i>happy</i> , the <i>y</i> changes to an <i>i</i> .
incorrect_answer_1	a
incorrect_answer_1_rationale	The action occurred in the past, so the tense does not need to change.
incorrect_answer_2	b

incorrect_answer_2_rationale	A comma would create a grammatical error.
incorrect_answer_3	c
incorrect_answer_3_rationale	Removing the word <i>could</i> would change the meaning and tense of the sentence.
scoring	Exact match; 1 point

Grade	3
Unit/Domain	Colonial America
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	n/a
Lexile/Average Grade Level	Unavailable at this time
Flesh/Kincaid	4.5
Word Count	373
Title	Mary and Phillip
Author (if applicable)	OER K-5 RLA

Mary and Phillip

(1) Mary and Phillip grew up together in Plymouth. Mary’s father was a baker, and Phillip’s father was a shoemaker. Their shops were next door to each other. The families were close—so close that Mary and Phillip spent as much time together as many brothers and sisters.

(2) Children growing up in colonial America were expected to help out with chores from a very young age. It was just a way of life. Everyone had to help to make things run smoothly.

(3) Phillip’s father made shoes by hand. First, he would measure a customer’s feet. Then he would create a pattern and cut the leather. Next, he would sew the pieces together. After the sole of the shoe was attached, he would give the new shoes a final polish. Phillip’s chores often included polishing the shoes his father finished. Sometimes he traced a pattern onto the leather before his dad cut the leather.

(4) Mary’s father baked bread mostly. However, once a week he would make pastries, such as cakes and pies. People from all over town came to his shop for his bread and pastries. Mary helped her father in the shop. Mostly she wrapped up the items people purchased. Sometimes, when she woke up really early, she would help him measure and mix the ingredients.

(5) One afternoon, Mary and Phillip went to Mr. Jacobson’s spice and tea shop on Market Street. Mary’s mom was out of tea. She said that Mary could get a piece of rock candy if he had any for sale.

(6) On the way to the shop, Phillip and Mary played hoop and stick. The game involved rolling a wooden hoop along the ground. They hit the hoop with wooden sticks to keep it rolling. They disagreed about who would get to start the hoop rolling. But once they got going, they kept it going almost the whole way!

(7) “May I have some rock candy, Mr. Jacobson?”

(8) "I'm sorry, Mary," Mr. Jacobson replied. "We're still out of candy. I'm uncertain when we will have some in next."

(9) Mary and Phillip were sorry there was no candy to buy. They purchased the tea and headed back to their homes, laughing and playing hoop and stick the whole way.

Item #	12
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	In paragraph 3, what key idea does the reader learn about making shoes?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Making shoes by hand requires a lot of work.
answer_b	Making shoes by hand requires the work of both the father and the son.
answer_c	Making shoes by hand is a fun job.
answer_d	The last step of making shoes by hand is polishing the shoes.
correct_answer	a
correct_answer_rationale	The paragraph includes multiple steps suggesting to the reader that it requires a lot of work.
incorrect_answer_1	b
incorrect_answer_1_rationale	This statement is not suggested by the details in the text, nor is it the central idea of the paragraph.
incorrect_answer_2	c
incorrect_answer_2_rationale	This statement is not suggested by the details in the text, nor is it the central idea of the paragraph.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is a detail in the process of making shoes by hand, but it is not the central idea of the paragraph.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	According to the passage, why doesn't Mary help with baking more often?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	She is usually sleeping.
answer_b	She only likes to bake pies.
answer_c	She is at school.
answer_d	She prefers to run errands for her father.
correct_answer	a
correct_answer_rationale	The passage says, "Sometimes, when she woke up really early, she would help him measure and mix the ingredients." This statement suggests that she is usually sleeping when her father is baking.
incorrect_answer_1	b
incorrect_answer_1_rationale	There is no text evidence that suggests this.
incorrect_answer_2	c
incorrect_answer_2_rationale	School is not mentioned in the text.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although the passage mentions that Mary runs errands, the details do not suggest that she prefers this to baking.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
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 events in a way that maintains logical order.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	What is the first step in shoe making?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Trace a shoe pattern onto the leather.
answer_b	Cut the leather shoe pattern.
answer_c	Measure a customer's feet.
answer_d	Sew pieces of leather together.
correct_answer	c
correct_answer_rationale	The first step in making a hand-made shoe is measuring a customer's feet.
incorrect_answer_1	a
Incorrect_answer_1_rationale	This happens after a customer's feet are measured.
incorrect_answer_2	b
incorrect_answer_2_rationale	This happens after a pattern has been created.
incorrect_answer_3	d
incorrect_answer_3_rationale	This happens after the leather is cut.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
TEKS	TEKS 3.11.D.vii 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: (vii) pronouns, including subjective, objective, and possessive cases.
Objective	Students will identify and use object pronouns.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	A student wrote these sentences about the passage, "Mary and Phillip." Phillip and Mary played hoop and stick on the way to Mr. Jacobson's shop. Phillip got the hoop rolling and he used a stick to keep it going. Who does the pronoun <i>he</i> refer to?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Phillip
answer_b	Mary
answer_c	Mr. Jacobson
answer_d	Phillip and Mr. Jacobson
correct_answer	a
correct_answer_rationale	Phillip used the stick to keep the hoop rolling.
incorrect_answer_1	b
incorrect_answer_1_rationale	<i>He</i> is a singular, subject, masculine pronoun, so the antecedent must be male.
incorrect_answer_2	c

incorrect_answer_2_rationale	Mr. Jacobson did not play hoop and stick.
incorrect_answer_3	d
incorrect_answer_3_rationale	<i>He</i> is a singular, subject, masculine pronoun, so the antecedent must be singular.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
TEKS	TEKS 3.11.D.vii 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: (v) adverbs that convey time and adverbs that convey manner.
Objective	Students edit drafts to use adverbs correctly.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	A student wrote this sentence about the passage. They purchased the tea and headed back to their homes leisure, laughing and playing hoop and stick the whole way. What change needs to be made in the sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Change whole to hole
answer_b	Change They to Them
answer_c	Change their to theirs
answer_d	Change leisure to leisurely
correct_answer	d
correct_answer_rationale	Adding -ly to the word <i>leisure</i> describes how they returned home, <i>leisurely</i> , or without hurry.
incorrect_answer_1	a
incorrect_answer_1_rationale	These words are homophones with the word <i>whole</i> being correctly spelled as this means in entirety, not they encountered a <i>hole</i> on the way home.
incorrect_answer_2	b
incorrect_answer_2_rationale	<i>They</i> is a plural, subject pronoun.

incorrect_answer_3	c
incorrect_answer_3_rationale	The usage of <i>their</i> in the sentence is correct. The possessive pronoun <i>their</i> shows that the home belongs to more than one person. <i>Theirs</i> would not be the correct use of this word.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 identify and use superlative adjectives.
DOK Level	3
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value	
stimulus	Refer to the passage, "Mary and Phillip."	
question_stem	Complete the sentence correctly.	
question_stem	Of all the friends in town, Mary and Phillip were the	A close. B closer. C more close. D closest.
prompt	Select the best answer.	
randomize_answer_choices	yes	
answer_a	close	
answer_b	closer	
answer_c	more close	
answer_d	closest	
correct_answer	d	
correct_answer_rationale	The sentence is comparing more than two, so the use of <i>close</i> would not be accurate.	
incorrect_answer_1	a	
incorrect_answer_1_rationale	If the sentence was comparing two people or things, <i>closer</i> would be the correct word.	
incorrect_answer_2	b	
incorrect_answer_2_rationale	<i>More close</i> is not the correct usage in this sentence.	

incorrect_answer_3	c
incorrect_answer_3_rationale	The sentence is making a comparison with more than two, so the superlative form of <i>close</i> is needed.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial America
TEKS	TEKS 3.2.B.i Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Objective	Students identify and correct spelling errors in words with r-controlled syllables.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	A student wrote this sentence about Mary and Phillip. Mary and Phillip never knew when a customur would come. What change needs to be made?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Insert a comma after Phillip
answer_b	Change knew to know
answer_c	Delete a
answer_d	Change customur to customer
correct_answer	d
correct_answer_rationale	This corrects the spelling of the word customer.
incorrect_answer_1	a
incorrect_answer_1_rationale	A comma should not be used to separate a subject from a verb.
incorrect_answer_2	b
incorrect_answer_2_rationale	The action happened in the past and needs a past tense verb.

incorrect_answer_3	c
incorrect_answer_3_rationale	An article is needed before the noun.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
Objective	Students will use prefixes to understand the meaning of a word.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	In paragraph 6, the word <u>disagreed</u> includes the prefix dis-. The prefix helps the reader understand that <u>disagreed</u> means -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	did not agree
answer_b	agreed beforehand
answer_c	agreed with one another
answer_d	agreed again
correct_answer	a
correct_answer_rationale	The prefix <i>dis-</i> means not.
incorrect_answer_1	b
incorrect_answer_1_rationale	The prefix <i>pre-</i> means before. The prefix <i>dis-</i> means not.
incorrect_answer_2	c
incorrect_answer_2_rationale	The prefix <i>co-</i> means with or together. The prefix <i>dis-</i> means not.
incorrect_answer_3	d
incorrect_answer_3_rationale	The prefix <i>re-</i> means again. The prefix <i>dis-</i> means not.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	3
Assessment Type	End of Unit
Unit/Domain Title	Colonial 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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
Objective	Students will use prefixes to understand word meanings.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mary and Phillip

QUESTION

Element	Value
stimulus	Refer to the passage, "Mary and Phillip."
question_stem	In paragraph 8, the word uncertain includes the prefix <i>un-</i> . The suffix helps the reader understand that <u>uncertain</u> means -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	not certain
answer_b	after certain
answer_c	between certain
answer_d	wrongly certain
correct_answer	a
correct_answer_rationale	The prefix <i>un-</i> means not.
incorrect_answer_1	b
incorrect_answer_1_rationale	The prefix <i>post-</i> means after. The prefix <i>un-</i> means not.
incorrect_answer_2	c
incorrect_answer_2_rationale	The prefix <i>inter-</i> means between. The prefix <i>un-</i> means not.
incorrect_answer_3	d
incorrect_answer_3_rationale	The prefix <i>mis-</i> means wrongly. The prefix <i>un-</i> means not.
scoring	Exact match; 1 point

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