

Grade	4
Unit/Domain	Contemporary Fiction
Copyright (Original or Public Domain)	Original
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	4.6
Word Count	699
Title	Sayo's Machine
Author	Taylor Ramage

Sayo's Machine

(1) Sayo groaned with a loud “ugh.” She was trying to fix the code for the game she had to create for her computer science class, and for the billionth time, the car didn’t zoom out from the starting line. Sayo stomped away in frustration from the computer and through the kitchen. Her mother was reading a magazine at the kitchen table and stopped her. “Sayo, what’s wrong? Why are you stomping around the house?”

(2) Sayo explained her problem, and her mother leaned forward on the table, nodding patiently as Sayo spoke. Sayo grew more upset as she talked about the uncooperative code.

(3) “It’ll be okay, dear,” Sayo’s mother said with a gentle smile. “I have an idea that might help you. Why don’t you take a break for a while? Build a machine with me.”

(4) A few minutes later, Sayo watched as her mother pulled two large boxes from shelves in the garage and set them on the floor. The boxes were full of all sorts of knickknacks and thingamabobs. Sayo had no idea how they were supposed to make a machine out of all that stuff. Then, Sayo’s mother pulled out a golf ball and a toy soccer goal. “We’re going to make a machine that gets this ball into this goal.”

(5) Sayo asked, “Why not just flick it in with your finger?”

(6) “That might be the easiest solution, but not the most fun,” Sayo’s mother said as she dug out marbles of varying sizes, string, dominoes, toy blocks, and plastic tubes. “When I was your age, I used to build these machines with your grandfather all the time. All of our friends and family would flock together like curious birds and watch them go off. Now, if we put the goal on the

floor over here and start the golf ball from the table up here, how can we make sure the ball goes into the goal?"

(6) Sayo thought for a moment. "Put a ramp there, or one of those tubes."

(8) "Good. Why don't you set that up? Now, let's think about what can push the ball into the tube from the top of the table."

(9) For the next half hour, Sayo's mother asked questions about what to add to the machine, and Sayo guessed as best she could from the materials in the boxes and all around the garage. Soon, they had filled the garage with a winding path full of ramps, levers, dominoes, strings, and bells.

(10) Sayo's mother proudly put her hand on her hips. "Well now, let's see how well your machine works."

(11) Sayo walked to the beginning of the machine and removed the piece of cardboard that kept a small, rubber ball in place. It rolled down the first ramp, zigzagged between wooden blocks, and finally pushed a switch that was supposed to raise a pulley holding a marble, but it didn't work. Sayo frowned. Not only could she not get her computer code right, but she also couldn't figure out something as simple as this machine. "I guess that's it."

(12) "Let's not give up so soon," Sayo's mother said. "We should take a closer look at the problem." Together, Sayo and her mother examined the pulley. Finally, Sayo noticed. "This string is too loose." She immediately fixed it and then reset the machine. On the second run, everything went smoothly with balls and blocks dropping to the floor exactly when they were supposed to. Right at the end, however, the golf ball didn't roll down the final pipe.

(13) "It needs a stronger push," Sayo said and fiddled with that part until she felt she had it right. Then, she and her mother reset the whole machine and tried again. At long last, everything rolled, snapped, and fell into place. Finally, the golf ball made it into the goal. Sayo laughed and cheered.

(14) "See, Sayo? You're great at solving problems. If you can figure out this machine, you can fix your code for your assignment."

(15) Sayo's mother was right. She just had to think of multiple ways to get the results she wanted.

Item #	1
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.C</p> <p>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 rising action, climax, falling action, and resolution.</p>
Objective	Students will analyze the influence of the character's actions on the plot.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	Why are Sayo's actions in paragraph 13 important to the plot of the story?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Sayo figures out why the ball doesn't roll down the final pipe.
answer_b	Sayo is excited about fixing her problems.
answer_c	Sayo resets the ball machine.
answer_d	Sayo realizes that she can solve the computer problem.
correct_answer	a
correct_answer_rationale	The correct answer is "Sayo figures out why the ball doesn't roll down the final pipe." Practicing problem-solving will help her figure out the code for her assignment.

incorrect_answer_1	b
incorrect_answer_1_rationale	Sayo's reaction to fixing her problem does not impact the plot.
incorrect_answer_2	c
incorrect_answer_2_rationale	Sayo resetting the machine is a regular part of her process, it does not impact the plot.
incorrect_answer_3	d
incorrect_answer_3_rationale	This does not occur in paragraph 13.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.7.D</p> <p>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, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>
Objective	Students will choose the best summary of a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	What is the best summary of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Sayo finds that she enjoys building machines more than completing her assignment. She is excited when the ball machine finally works.
answer_b	Sayo doesn't understand why her mother wants her to build a machine in the garage. She needs to spend time fixing her code.
answer_c	Sayo's mother helps point her in a new direction to complete a frustrating school assignment. The skills she practices with the ball machine will help her fix her code.

answer_d	Sayo uses materials from the garage. She finds she can use the machine she built in the garage as part of her school assignment.
correct_answer	c
correct_answer_rationale	The correct answer is "Sayo's mother helps point her in a new direction to complete a frustrating school assignment. The skills she practices with the ball machine will help her fix her code." Her mother points out that she has many useful skills for the machine and her assignment.
incorrect_answer_1	a
incorrect_answer_1_rationale	Although Sayo eventually enjoys building the machine, this isn't a full summary of the passage.
incorrect_answer_2	b
incorrect_answer_2_rationale	Although Sayo doesn't understand in the beginning, this isn't a full summary of the passage.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although the machine gets completed, it will not be part of her school assignment.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.A</p> <p>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 (A) infer basic themes supported by text evidence.</p>
Objective	Students will infer the theme of a contemporary fiction text.
DOK Level	2
Question Type	Multipart

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	<p>This question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Part A</p> <p>What is one theme of the passage?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choice_s	yes
answer_a	Building something manually helps you visualize problems you cannot see.
answer_b	Working on something different can help you think of new ways to solve a problem.
answer_c	Walking away from a problem can ease the immediate frustration it is causing.
answer_d	Asking for assistance helps you rise to difficult challenges.

correct_answer	b
correct_answer_rationale	The correct answer is, “Working on something different can help you think of new ways solve a problem.”
Incorrect_answer_1	a
Incorrect_answer_1_rationale	Visualizing a problem is not part of this story.
incorrect_answer_2	c
incorrect_answer_2_rationale	In the story, simply walking away from the problem does not help Sayo.
incorrect_answer_3	d
incorrect_answer_3_rationale	In the story, Sayo’s hard work and creative thinking help her rise to the challenge.
scoring	Exact match; 1 point
question_stem	<p>Part B</p> <p>Which sentence from the article best supports the answer to Part A?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Why don’t you take a break for a while?
answer_b	Why not just flick it in with your finger?
answer_c	Soon, they had filled the garage with a winding path full of ramps, levers, dominoes, strings, and bells.
answer_d	If you can figure out this machine, you can fix your code for your assignment.
correct_answer	d
correct_answer_rationale	The correct answer is “If you can figure out this machine, you can fix your code for your assignment.” This sentence supports the idea that problem-solving is a transferable skill.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence does not support the theme of the story.
incorrect_answer_2	b
incorrect_answer_2_rationale	This sentence does not support the theme of the story.
incorrect_answer_3	c
incorrect_answer_3_rationale	This sentence does not support the theme of the story.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.A</p> <p>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 (A) infer basic themes supported by text evidence.</p>
Objective	Students will analyze how a theme is developed in a contemporary fiction text.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	<p>Read this sentence from paragraph 9.</p> <p><i>For the next half hour, Sayo's mother asked questions about what to add to the machine, and Sayo guessed as best she could from the materials in the boxes and all around the garage.</i></p> <p>How does this sentence support the theme of the story?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	It shows that asking questions can prompt finding different ways to solve problems.
answer_b	It shows that working together makes the job easier to do.

answer_c	It shows that giving up is a good idea when it is hard to find the solution.
answer_d	It shows that it is important to have all of the answers to solve a problem.
correct_answer	a
correct_answer_rationale	The correct answer is “It shows that asking questions can prompt finding different ways to solve problems.” This sentence supports the theme of looking at a problem in a different way to find an answer.
incorrect_answer_1	b
incorrect_answer_1_rationale	Working together can help make a job easier, but it does not necessarily lead to looking at a problem in a different way.
incorrect_answer_2	c
incorrect_answer_2_rationale	Giving up does not support the theme of looking at a problem in a different way.
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence does not support the theme of looking at a problem in a different way because when solving problems you do not have to have all of the answers.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.B</p> <p>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 interactions of the characters and the changes they undergo.</p>
Objective	Students will explain how a character changes in a contemporary fiction text.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	By the end of the story, Sayo has gone from feeling
prompt	<i>Select TWO correct answers.</i>
column_label_1	Yes
column_label_2	No
answer_a	frustrated to feeling confident
answer_b	cheerful to feeling embarrassed
answer_c	hopeless to feeling encouraged
answer_d	discouraged to feeling defeated
correct answers	a, c

correct_answer_rationale_1	Sayo goes from feeling frustrated with her machine to feeling confident that she will think of multiple ways to get the results she wants.
correct answer_2	c
correct answer_2_rationale	In the passage, Sayo first feels hopeless about her machine, but feels encouraged by the end as she works hard to solve problems and find success.
incorrect_answer_1	b
incorrect_answer_1_rationale	Sayo is not cheerful at the beginning of the story. She groans and stomps around the house. At the end of the story, she is excited and not embarrassed. She laughs and cheers.
Incorrect answer_2	d
Incorrect_answer_2_rationale	Sayo is discouraged at the beginning of the story, but gradually becomes encouraged and confident about herself and her project.
scoring	Partial match per response; 1 point (.5 each)

Item #	6
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.B</p> <p>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 interactions of the characters and the changes they undergo.</p>
Objective	Students will explain a character's interactions in a contemporary fiction text.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	What do Sayo's mother's words and actions in the text show about her relationship with Sayo?
prompt	Select THREE correct answers.
answer_a	Sayo's mother shows confidence in Sayo's problem-solving skills
answer_b	Sayo's mother tries to build a machine for the very first time and does not want Sayo's help
answer_c	Sayo's mother has a plan to help Sayo with the assignment
answer_d	Sayo's mother remembers her childhood fondly and shares these memories with Sayo
answer_e	Sayo's mother doesn't want to give Sayo a chance to fix the machine when it doesn't work
correct_answer	a, c, d

correct_answer_rationale	Sayo's mother shows confidence in Sayo's problem-solving skills, has a plan to help Sayo with the assignment, and remembers her childhood fondly.
incorrect_answer_1	b
incorrect_answer_1_rationale	In the passage Sayo's mother mentions building machines in her childhood. This is not the first time she has built a machine and she asks Sayo questions to get her involved in the project.
incorrect_answer_2	e
incorrect_answer_2_rationale	In the passage Sayo's mother gives Sayo advice but always lets her figure out how to make the machine work.
scoring	Partial match per response; 1 point (.33 each)

Item #	7
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.B</p> <p>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 interactions of the characters and the changes they undergo.</p>
Objective	Students will analyze how a character's actions in a contemporary fiction text connect to a theme.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	How do Sayo's mother's words and actions support the theme of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	By building a machine with Sayo, she shows Sayo a different way to think about solving problems.
answer_b	By completing the machine with Sayo, Sayo can then use it as her school assignment.
answer_c	By describing Sayo's grandfather and his actions, she teaches Sayo the importance of family.
answer_d	By suggesting Sayo take a break from her assignment, Sayo's mother shows that putting things off is always a good idea.
correct_answer	a

correct_answer_rationale	The correct answer is “By building a machine with Sayo, she shows Sayo a different way to think about her school assignment.” After they complete the machine, Sayo is ready to return to the assignment with a new approach.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although they complete the machine together, it isn’t used for the school assignment.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although Sayo’s mother describes the grandfather and his actions, the theme of the passage does not focus on the importance of family.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although Sayo’s mother suggests taking a break, it is a way for Sayo to make a positive step toward thinking differently.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.10.D</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.</p>
Objective	Students will explain the meaning of figurative language in a contemporary fiction text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	<p>Review the following sentence from paragraph 2.</p> <p>"Sayo explained her problem, and her mother leaned forward on the table, nodding patiently as Sayo spoke, even though Sayo grew more upset as she talked about the <u>uncooperative code</u>."</p> <p>What is the meaning of the figurative language <u>uncooperative code</u>?</p>
prompt	Select the best answer.
randomize_answer_choices	yes

answer_a	It exaggerates the problems with the code so that it is like a monster.
answer_b	It suggests that the computer code is a living thing and has the choice to be uncooperative.
answer_c	It is a simile that compares the code to many other things that are uncooperative.
answer_d	It makes the reader think of the code as an uncooperative student.
correct_answer	b
correct_answer_rationale	The correct answer is "It suggests that the computer code is a living thing and has the choice to be uncooperative." The author uses personification to create a vivid image of the problem and Sayo's feelings.
incorrect_answer_1_rationale	a
incorrect_answer_2	This bit of language is a type of comparison rather than an exaggeration.
incorrect_answer_2_rationale	c
incorrect_answer_3	This figurative language is not a simile because it does not use the key words <i>like</i> or <i>as</i> .
incorrect_answer_3_rationale	d
incorrect_answer_3_rationale	Although some readers may make that connection, it is not a natural one from the language.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.11.C</p> <p>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.</p>
Objective	Students will revise drafts to improve sentence structure and word choice.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	<p>A student wrote the following sentence about the passage:</p> <p>Sayo was frustrated by the uncooperative code, she took a break.</p> <p>What is the BEST way to revise this sentence?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Sayo was frustrated by the uncooperative code, so she took a break.

answer_b	Sayo was frustrated by the uncooperative code, but she took a break.
answer_c	Sayo was frustrated by the uncooperative code, or she took a break.
answer_d	Sayo was frustrated by the uncooperative code, and she took a break.
correct_answer	a
correct_answer_rationale	The correct answer is "Sayo was frustrated by the uncooperative code, so she took a break." Sayo's frustration causes her to take a break.
incorrect_answer_1	b
incorrect_answer_1_rationale	Using the conjunction 'but' would contrast Sayo's frustration with her break.
incorrect_answer_2	c
incorrect_answer_2_rationale	Using the conjunction 'or' would communicate that Sayo's frustration and taking a break are two alternatives.
incorrect_answer_3	d
incorrect_answer_3_rationale	Using the conjunction 'and' shows that Sayo's frustration and her break are connected, but it does not indicate that one causes the other.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.10.D</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.</p>
Objective	Students will describe how the use of figurative language in a contemporary fiction text achieves specific purposes.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passage, "Sayo's Machine."
question_stem	<p>Read this sentence from paragraph 6.</p> <p>All of our friends and family would flock together like curious birds and watch them go off.</p> <p>What does the author's use of a simile in this sentence suggest about her family and friends?</p>

prompt	<i>Select the best answer.</i>
randomize answer choices	yes
answer_a	They were excited to come together and see the machines she had made with her grandfather.
answer_b	They were curious and interested in watching and studying birds.
answe_c	They were not interested in Sayo's mother's and grandfather's machines.
answer_d	They think the machines will not work, so they got together to talk about it.
correct_answer	a
correct_answer_rationale	The author uses a simile to show that the family and friends were interested in the machines, so they would all come together to see them.
incorrect_answer_1	b
incorrect_answer_1_rationale	The author compares the family and friends to a "a flock of curious birds", but the text does not say they enjoyed studying birds.
incorrect_answer_2	c
incorrect_answer_2_rationale	The family was clearly interested in seeing the machines that Sayo's mother and grandfather made because the author states that they flocked like curious birds to watch the machines go off.
incorrect_answer_3	d
incorrect_answer_3_rationale	The text does not express the idea that they thought the machines would not work. In fact, they came together to watch them go off, which shows they worked.
scoring	Exact match; 1 point

Grade	4
Unit/Domain	Contemporary Fiction
Copyright (Original or Public Domain)	Original
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	5.1
Word Count	725
Title	Rice with Mushrooms
Author (if applicable)	Taylor Ramage

Rice with Mushrooms

(1) Elena pressed the pencil tip so hard against her graph paper that it snapped. She sighed and rubbed her head. Designing a house was much harder than it sounded, and her engineering teacher had made the task harder with all the special requirements for heavy snow or earthquakes. A pile of crumpled papers spilled over the recycling bin near her desk. How could she design the house she wanted? None of her ideas would come together. “I’m gonna fail,” she groaned and decided to sit outside for a few minutes.

(2) On her way out the door, her aunt Rosa called to her from the living room couch. “*Oye, Elena!* How’s your assignment going?”

(3) Elena slumped her shoulders. “Awful, *Titi*. I just can’t bring all the stuff I want to do together to make it work with what I have to do.”

(4) Titi Rosa scratched her chin. “Maybe you need to do something else for a while—get your brain thinking differently. Let’s make *arroz con habichuelas y salchichas!*”

(5) “Yes!” Elena beamed. That was one of her favorite dishes—yellow rice cooked with beans and tiny sausages called “Vienna sausages.” She trotted to the kitchen with her aunt.

(6) A few minutes later, the stove crackled with oil and sizzled with the savory scents of seasonings. Elena carefully measured enough rice and handed the cup to Titi Rosa, who then mixed and turned the rice all around the pot. “Pour me some water, Elena.”

(7) Elena did, and when her aunt added it to the rice, a loud hiss erupted from the pot, and a thick cloud of steam danced upward. Elena smiled—she loved that part of making rice.

(8) A little salt, a can of tomato sauce, and finally the beans. Now they only needed the *salchichas*. Elena opened the pantry and scanned the shelves. Cereal, pasta, more beans, more tomato sauce, soup—where were the *salchichas*? Elena poked her head out from behind the pantry door. “*Titi*, I don’t think we have any *salchichas*!”

(9) Titi Rosa stepped over and looked at the pantry herself. She moved a few cans aside, searching the front and back of each shelf. Finally, she shrugged. “Well, you’re right, *chica*,” she said and walked over to the refrigerator.

(10) “But we can’t have this rice without *salchichas*!”

(11) Titi Rosa chuckled as she pulled out a container of chopped mushrooms. “We’ll just use these mushrooms instead.”

(12) “Mushrooms?” Elena’s mouth hung open in shock.

(13) “It’s not the same as what we wanted to make, Elena,” her aunt said, “but it’s what we have. As long as you have a strong base, the details don’t matter so much.” She dumped the mushrooms into the pot and stirred so that the water covered everything evenly. Several minutes later, the lid went on, and Elena had never felt so tempted to take it off and check on it every few minutes. Would the rice really be okay with mushrooms? Mushrooms belonged on pizza—she’d never think to put them in rice like this.

(14) Elena, stop watching the rice,” her aunt said with a laugh. “It won’t cook any faster if you look at it.”

(15) Elena decided to go back to her room and work on her engineering assignment again. She tried two more house designs, but neither of them fit. She just couldn’t figure out how to design everything she wanted *and* meet the assignment requirements. “I guess I can’t have my cake and eat it, too,” she said to herself, “or my *salchichas*.”

(16) The rich, flavorful aroma of the rice drifted through the entire house as it cooked. It reached Elena’s room and brightened her heart. Yes, she could smell the mushrooms, but they smelled good. She remembered her aunt’s words about a strong base, and then, like magic, she thought of a new design.

(17) “Yes! This will work!” she said, holding up her completed sketch. She had to replace some of the ideas she wanted to use with things she didn’t like as much, but when she looked at the whole house, it was perfect and met every requirement from the teacher. Elena showed her finished design to her aunt as they ate together.

(18) The rice with mushrooms was perfect, too.

Item #	11
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.7.D</p> <p>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, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>
Objective	Students will select the best summary of a contemporary fiction text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage, "Rice with Mushrooms."
question_stem	What is the best summary of the passage?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Elena discovers a new approach to a hard school assignment while cooking rice with her aunt and realizes that sometimes compromise is necessary.
answer_b	Elena struggles to complete a hard school assignment and throws away many sketches that do not work.
answer_c	Elena's aunt teaches her a new approach to house design by teaching her a new rice recipe.
answer_d	Elena vows to be more careful in the kitchen next time and check that all the ingredients are on hand before starting to cook.

correct_answer	a
correct_answer_rationale	The correct answer is “Elena discovers a new approach to a hard school assignment while cooking rice with her aunt and realizes that sometimes compromise is necessary.” Elena makes a discovery on her own when she thinks about cooking the rice.
incorrect answer_1	b
incorrect answer_1_rationale	This is true but it doesn't include an important development in the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although Elena's aunt is important in the passage, she doesn't teach Elena a new approach to house design.
incorrect answer_3	d
incorrect answer_3_rationale	Although Elena may want to be sure to use <i>salchichas</i> next time, she does not have a problem with being careful in the kitchen.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	TEKS 4.6.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 about a character in a contemporary fiction text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage "Rice with Mushrooms."
question_stem	What can the reader infer about how Elena feels about cooking with her Aunt Rosa?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	She enjoys it very much.
answer_b	She is glad to cook something different for a change.
answer_c	She feels that cooking interrupts her homework.
answer_d	She feels like they never have the right ingredients.
correct_answer	a
correct_answer_rationale	The correct answer is "She enjoys it very much." Several descriptions show that she loves cooking with her aunt.
Incorrect_answer_1	b

Incorrect_answer_1_rationale	They must cook something different, but Elena is not happy about it.
Incorrect_answer_2	c
Incorrect_answer_2_rationale	Although it does interrupt her homework, she isn't upset about it and is happy to do it.
Incorrect_answer_3	d
Incorrect_answer_3_rationale	Although they didn't have the right ingredients this time, this is a surprise since they usually do.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.A</p> <p>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 (A) infer basic themes supported by text evidence.</p>
Objective	Students will infer the theme of a contemporary fiction text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage "Rice with Mushrooms."
question_stem	<p>Select the answer that best states the theme for the passage.</p> <p>By cooking the rice with new ingredients, Elena realizes that it's not always possible to:</p>
prompt	<i>Select the best answer.</i>
answer_a	skip an important step in a process
answer_b	include everything you want in a task
answer_c	finish an assignment on time
answer_d	visit a relative when you are busy
correct_answer	b
correct_answer_rationale	Elena is frustrated because she can't design her house exactly the way she wants to. She is also unsure about using a different ingredient in the rice. However, she learns that even

	though you can't always include everything you want, things can still turn out okay.
incorrect_answer_1	a
incorrect_answer_1_rationale	Although Elena is frustrated, she doesn't attempt to skip a step.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although Elena is worried about completing her assignment, she does finish it by the end of the story.
incorrect_answer_3	d
incorrect_answer_3_rationale	Elena is visiting her aunt and doing her project. This is not the theme of the story.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.B</p> <p>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 interactions of the characters and the changes they undergo.</p>
Objective	Students will describe a character's actions in a contemporary fiction text.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage “Rice with Mushrooms.”
question_stem	Elena’s words and actions show that she -
prompt	<i>Select THREE correct answers.</i>
randomize answer choices	yes
answer_a	is frustrated about her school assignment
answer_b	wishes that her aunt would take her to the store
answer_c	loves to help cook some dishes
answer_d	wants to use the same recipe as always
answer_e	completed the assignment but didn’t like the result
correct answers	a, c, d

correct_answer_rationale	Elena is frustrated about her school assignment, loves to cook some dishes, and wants to use the same recipe as always.
incorrect_answer_1	b
incorrect_answer_1_rationale	Elena does not wish to go to the store with her aunt.
incorrect_answer_2	e
incorrect_answer_2_rationale	Elena is happy with the result of her assignment
scoring	Partial match per response; 1 point (.33 each)

Item #	15
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.8.B</p> <p>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 interactions of the characters and the changes they undergo.</p>
Objective	Students will explain the interactions between characters.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage, "Rice with Mushrooms."
question_stem	What do Aunt Rosa's words and actions reveal about her character?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	By making rice with mushrooms, she shows Elena that repeating things exactly can be helpful in assignments.
answer_b	By making rice with mushrooms, she shows that there are other things in the world more important than assignments.
answer_c	By substituting mushrooms for sausages, she shows Elena that it's sometimes necessary to switch from the original plan.
answer_d	By substituting mushrooms for sausages, she shows Elena that cooking is very different from making a house design.
correct_answer	c

correct_answer_rationale	The correct answer is "By substituting mushrooms for sausages, she shows Elena that it's sometimes necessary to switch from an original plan." Elena is able to think of a new design after realizing changes might be necessary.
incorrect_answer_1	a
Incorrect_answer_1_rationale	They are successful in cooking, but it isn't by repeating things exactly.
incorrect_answer_2	b
incorrect_answer_2_rationale	They are successful in cooking, but it doesn't mean the assignment is less important.
incorrect_answer_3	d
incorrect_answer_3_rationale	The substitution actually shows that cooking and house design can both benefit from changing an original plan.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.10.E</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to (E) identify and understand the use of literary devices, including first- or third-person point of view.</p>
Objective	Students will determine the point of view within a contemporary fiction text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage "Rice with Mushrooms."
question_stem	From what point of view is the story told?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	first-person from Aunt Rosa's point of view
answer_b	first-person from Elena's point of view
answer_c	first-person from a famous cook's point of view
answer_d	third-person from an outside observer
correct_answer	d
correct_answer_rationale	The correct answer is "third-person from an outside observer." The author observes and describes events as a

	third-person narrator using the pronoun <i>she</i> and proper names.
incorrect_answer_1	a
Incorrect_answer_1_rationale	The narrator does not use the pronouns <i>I</i> or <i>we</i> .
incorrect_answer_2	b
incorrect_answer_2_rationale	The narrator does not use the pronouns <i>I</i> or <i>we</i> .
incorrect_answer_3	c
incorrect_answer_3_rationale	The narrator does not use the pronoun <i>you</i> .
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.10.D</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.</p>
Objective	Students will describe how the author uses figurative language in a contemporary fiction text to achieve specific purposes.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage, "Rice with Mushrooms."
question_stem	In paragraph 15, why does the author use the figurative language, "I guess I can't have my cake and eat it too"?
prompt	<i>Select the best answer.</i>
randomize answer choices	yes
answer_a	To suggest that it is difficult to get everything you want at the same time
answer_b	To indicate that it is important to not only have cake, but also eat the cake

answer_c	To show that cooking rice and doing homework are similar activities
answer_d	To explain that designing a house should only be done by a professional.
correct_answer	a
correct_answer_rationale	Elena uses the common saying “I can’t have my cake and eat it, too.” This figurative language is used to show that Elena feels like she cannot have everything she wants for both her rice and her assignment.
incorrect_answer_1	b
incorrect_answer_rationale	Elena is not talking about having and eating actual cake, but about missing key ingredients in both the rice and her assignment.
incorrect_answer_2	c
incorrect_answer rationale	While there is a sequence of steps in doing both activities, the use of figurative language in this passage is not in reference to doing things in order.
incorrect_answer_3	d
incorrect_answer rationale	There is nothing to indicate in the passage that Elena cannot complete the design for her assignment and the figurative language does not support this idea.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.10.D</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.</p>
Objective	Students will explain the meaning of figurative language in a contemporary fiction text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms

QUESTION

Element	Value
stimulus	Refer to the passage, "Rice with Mushrooms."
question_stem	<p>Review the following sentence from paragraph 7.</p> <p>"Elena did, and when her aunt added it to the rice, a loud hiss erupted from the pot, and <i>a thick cloud of steam danced upward.</i>"</p> <p>What is the most likely reason the author includes figurative language in this sentence?</p>
prompt	Select the best answer.
randomize_answer_choices	yes

answer_a	To show that the steam moved away from the pot.
answer_b	To emphasize that the steam was hot.
answer_c	To emphasize that the steam moved energetically.
answer_d	To show that the steam formed a pattern as it moved upward.
correct_answer	c
correct_answer_rationale	The correct answer is “To emphasize that the steam moved energetically.” The image of the steam moving like a dancer shows how lively and energetic it is.
incorrect_answer_1	a
Incorrect_answer_1_rationale	The description that the steam ‘danced upward’ does show that it is moving away from the pot, but it includes detail that describes how the steam moves.
incorrect_answer_2	b
incorrect_answer_2_rationale	The description that the steam ‘danced upward’ does not indicate that it is hot.
incorrect_answer_3	d
incorrect_answer_3_rationale	The description that the steam ‘danced upward’ does not mean that it had a pattern or shape.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Contemporary Fiction
TEKS	<p>TEKS 4.10.E</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to (E) identify and understand the use of literary devices, including first- or third-person point of view.</p>
Objective	Students will compare points of view in two texts.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Rice with Mushrooms Sayo's Machine

QUESTION

Element	Value
stimulus	Refer to the passages, "Rice with Mushrooms" and "Sayo's Machine."
question_stem	In what way are the points of view similar in both passages?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Both use first-person point of view from a young girl's perspective
answer_b	Both use first-person point of view from an expert's perspective.
answer_c	Both use first-person point of view from a family member's perspective

answer_d	Both use third-person point of view from the perspective of an unknown observer.
correct_answer	d
correct_answer_rationale	The correct answer is "Both use third-person point of view from the perspective of an unknown observer to describe events and feelings." The authors use a narrator to observe and describe events and feelings using the pronoun <i>she</i> and proper names.
incorrect_answer_1	a
Incorrect_answer_1_rationale	Both stories have a young girl as a main character, but are not told from the perspectives of either Sayo or Elena.
incorrect_answer_2	b
Incorrect_answer_2_rationale	There were no experts or professional characters in either story.
incorrect_answer_3	c
Incorrect_answer_3_rationale	Both stories have a family member that is central to the story, but the stories are not told from their perspective.
scoring	Exact match; 1 point

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