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| Grade | 4 |
| Unit/Domain | Personal Narratives |
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| Source(s)—List source of/link to public domain text or sources referenced for factual content. | https://www.jsc.nasa.gov/history/oral_histories/ShepardAB/ShepardAB_2-20-98.htm |
| Lexile/Average Grade Level | Unavailable at this time. |
| Flesch Kincaid | 5.2 |
| Word Count | 369 |
| Title | Alan Shepard Golfs in Space (Adapted from Alan Shepard Interview) |
| Author (if applicable) | NASA |

Alan Shepard Golfs in Space

Background: Alan Shepard was the first American to travel in space, and in 1971 he explored the moon. He is also known for hitting two golf balls on this moon trip, which was televised all over the country.

(1) Another moment which I will never forget is after Ed had followed me down and we had set out some of our equipment and taken the emergency samples. We had a few moments to look around. We looked up in the black sky. It was a totally black sky. Even though the Sun is shining on the surface, it's not reflected. There's no diffusion, no reflection—a totally black sky and you're seeing another planet: planet Earth. Now, planet Earth is only four times as large as the Moon. So you can really still put your thumb and your forefinger around it at that distance. So it makes it look beautiful. It makes it look lonely. It makes it look fragile. ...this is a feeling everyone has had and expressed it in one fashion or another.

(2) Well, as you know, so far, I'm the only person to have hit a golf ball on the Moon...I did not have a regular golf club. It was the handle that we used to scoop up samples of dust with. That was already up there to be thrown away. Then we had a club head which I had adapted to snap on this handle and two golf balls.

(3) The thing that finally convinced Bob was when I said, "Boss, I'll make a deal with you. If anything has gone wrong on the surface where you are embarrassed or we are embarrassed, I will not do it. I will not be so frivolous. I want to wait until the very end of the mission and stand in front of the television camera. Then, I'll whack these golf balls with this makeshift club, fold it up, and stick it in my pocket. I'll climb up the ladder and close the door, and we're gone." So he finally said, "Okay." And that's the way it happened.

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|-------------------|--|
| Item # | 1 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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. |
| DOK Level | 1 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | Reread these lines from paragraph 1. "So it makes it look beautiful. It makes it look lonely." What can the reader infer about Alan Shepard based on the words he used to describe how Earth looks from a distance? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | He is amazed by what he sees |
| answer_b | He is confused about what he sees |
| answer_c | He is unimpressed by what he sees |
| answer_d | He is upset by what he sees |

| | |
|------------------------------|--|
| correct_answer | a |
| correct_answer_rationale | Shepard uses thoughtful descriptions of what he saw, showing that he is awestruck by Earth's beauty. |
| incorrect_answer_1 | b |
| Incorrect_answer_1_rationale | Shepard is able to describe how the Earth looks, so he is not confused about what he is seeing. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | Shepard's words show that he is thinking deeply about what he was seeing as he shares his thoughts on looking down at Earth. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Shepard describes the Earth as looking 'lonely', but he is not upset by what he sees. |
| scoring | Exact match; 1 point |

| | |
|-------------------|---|
| Item # | 2 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.6.F</p> <p>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.</p> |
| Objective | Students will make an inference using text evidence. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|---------------------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | What do Alan Shepard's words and actions in paragraph 3 show about his character? |
| Prompt | <i>Select the best answer.</i> |
| randomize_answer_choice_s | yes |
| answer_a | He is lighthearted |
| answer_b | He is upset |
| answer_c | He is tired |
| answer_d | He is responsible |
| correct_answer | d |

| | |
|------------------------------|--|
| correct_answer_rationale | In these lines, Shepard states that he will not be frivolous. The opposite of “frivolous” is <i>responsible</i> , which he shows by offering to wait until the end of the mission. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | Lighthearted is a synonym for frivolous. In these lines, Shepard states that he will not be frivolous. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | In these lines Shepard does not mention being upset. |
| incorrect_answer_3 | c |
| incorrect_answer_3_rationale | In these lines Shepard does not mention being tired. |
| scoring | Exact match; 1 point |

| | |
|-------------------|--|
| Item # | 3 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.6.F</p> <p>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 a response.</p> |
| Objective | Students will make an inference and use evidence to support a response. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | <p>Reread these lines from paragraph 3: "The thing that finally convinced Bob was when I said, 'Boss, I'll make a deal with you. If anything has gone wrong on the surface where you are embarrassed or we are embarrassed, I will not do it.'"</p> <p>What can the reader infer about Alan's boss, Bob, in paragraph 3?</p> |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | He is confused. |
| answer_b | He is stubborn. |
| answer_c | He is careful. |
| answer_d | He is ashamed. |

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|------------------------------|--|
| correct_answer | c |
| correct_answer_rationale | Because Alan Shepard says that this finally convinced Bob, it tells us that Bob was not convinced earlier. Alan only convinces him once he makes a thoughtful plan. This shows that Bob does not want to take unnecessary risks. |
| incorrect_answer_1 | a |
| Incorrect_answer_1_rationale | In the passage Bob is described as needing to be convinced of something, but there is no evidence that he is confused. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | In the passage Bob does not approve of what Alan wants at first, but it is not because he is stubborn, he is just being careful. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | The passage does not describe Bob as being ashamed or embarrassed. |
| scoring | Exact match; 1 point |

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|--------------------------|---|
| Item # | 4 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.7.C</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: (C) use text evidence to support an appropriate response.</p> |
| Objective | Students will make an inference and use text evidence to support a response. |
| DOK Level | 2 |
| Question Type | Multipart |

PASSAGE

| Element | Value |
|----------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | <p>This question has two parts. First, answer Part A.</p> <p>Then, answer Part B.</p> <p>Part A</p> <p>Which of the following adjectives best describes Alan Shepard?</p> |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | adventurous |
| answer_b | reckless |
| answer_c | embarrassed |
| answer_d | delightful |

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|------------------------------|---|
| correct_answer | a |
| correct_answer_rationale | The text states that he was the only one to hit a golf ball on the moon. |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | The text does not describe Shepard as being reckless or dangerous. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | The passage does not describe Shepard as being embarrassed or ashamed. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Hitting a golf ball on the moon shows that Shepard has a sense of humor, but not that he is delightful. |
| scoring | Exact match; 1 point |

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|------------------------------|---|
| question_stem | <p>Part B</p> <p>Which sentences from the article best supports the answer to Part A?</p> |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | “We had a few moments to look around. We looked up in the black sky. It was a totally black sky.” |
| answer_b | “It makes it look lonely. It makes it look fragile. ...this is a feeling everyone has had and expressed it in one fashion or another.” |
| answer_c | “The thing that finally convinced Bob was when I said, 'Boss, I'll make a deal with you. If anything has gone wrong on the surface where you are embarrassed or we are embarrassed, I will not do it.'” |
| answer_d | “Well, as you know, so far I'm the only person to have hit a golf ball on the Moon. Then, I'll whack these golf balls with this makeshift club, fold it up, and stick it in my pocket.” |
| correct_answer | d |
| correct_answer_rationale | In these sentences, we see that Alan explores the moon and is the first to hit a golf ball on the moon. These are adventurous and risky actions, but he does them anyway. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This quote is not evidence of Shepard being adventurous; it shows what he observed. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | This quote shows that Shepard is thoughtful, not that he is adventurous. |
| incorrect_answer_3 | c |
| incorrect_answer_3_rationale | This quote shows that Shepard is careful of Bob's opinion, not that he is adventurous. |
| scoring | Exact match; 1 point |

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|--------------------------|--|
| Item # | 5 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | TEKS 4.7.C 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: (C) use text evidence to support an appropriate response. |
| Objective | Students will use text evidence to support a response. |
| DOK Level | 2 |
| Question Type | Multiple choice |

PASSAGE

| Element | Value |
|----------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | Which action does Bob take that shows that he is flexible? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Bob expressed his feelings about Earth. |
| answer_b | Bob listened to Alan. |
| answer_c | Bob changed his mind. |
| answer_d | Bob thought about anything on the mission that has gone wrong. |

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|------------------------------|--|
| correct_answer | c |
| correct_rationale | In paragraph 3, Alan Shepherd describes talking with Bob about whether he could hit a golf ball in space. Bob changed his mind from not allowing Alan Shephard to hit the golf ball to allowing him to do it. This demonstrates his flexibility. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | There is no evidence in the text that shows Bob expresses his feelings about Earth. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | While there is some evidence in the text to suggest that Bob listened to Alan, it does not directly show that he is flexible. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | There is no evidence in the text that shows that Bob thought about anything on the mission that has gone wrong. |
| scoring | Exact match; 1 point |

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| Item # | 6 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 from text evidence. |
| DOK Level | 3 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|----------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | Read the following sentences from paragraph 1. "We looked up in the black sky. It was a totally black sky. Even though the Sun is shining on the surface, it's not reflected. There's no diffusion, no reflection—a totally black sky and seeing another planet: planet Earth." What can the reader infer about Alan Shepard's observation? |
| prompt | Select the best answer. |
| answer_a | The sky looks very different on the moon from how it looks from Earth. |
| answer_b | The sky is black because the Sun does not shine on the moon. |
| answer_c | Sunlight is reflected off of the surface of the Earth to create the black sky. |
| answer_d | When the moon and Earth are seen together, the sky is black. |

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|------------------------------|---|
| correct_answer | a |
| correct_answer_rationale | Alan Shephard describes a different view of the sky than what is experienced when looking at the sky from Earth. |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | The passage describes Alan Shepherd's different view of the sky as he saw it from the earth. It states that the Sun shines on the moon's surface, but this inference is not supported. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | The passage describes Alan Shepherd's different view of the sky as he saw it from the earth. It does address sunlight reflecting off the Earth, but it does not support this inference. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | The passage describes Alan Shepherd's different view of the sky as he saw it from the earth. It does not address seeing the moon and Earth together, and therefore, it does not support this inference. |
| scoring | Exact match; 1 point |

| | |
|-------------------|---|
| Item # | 7 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 sequence events maintaining meaningful and logical order |
| DOK Level | 1 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | Which event happens first in the passage? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | No |
| answer_a | Alan selects his golf club. |
| answer_b | Ed and Alan look around at the moon. |
| answer_c | Alan explains his plan to Bob. |
| answer_d | Ed and Alan hit golf balls on the moon. |

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| correct_answer | b |
| correct_answer_rationale | The correct answer is, “Ed and Alan look around at the moon.” In the first sentence, Shepard writes that the moment happened “after Ed had followed me down,” meaning that the first event in the passage is the two of them looking around at the moon. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This is one of the first things Alan mentions when describing golfing on the moon. However, it is not the first thing that happens of those listed. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | This is a key moment in the passage. However, it is not the first thing that happens of those listed. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Although Alan hitting golf balls is the passage's main point, Ed does not hit golf balls, and this is not the first event in the passage. |
| scoring | Exact match; 1 point |

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|-------------------|---|
| Item # | 8 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 a summary that maintains meaning and logical order. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | What is the best summary of the selection? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Alan walks on the moon and gets filmed hitting golf balls on the moon. |
| answer_b | Alan shares memories of his trip to the moon and convincing his boss to let him hit a golf ball in space. |
| answer_c | Alan plans to play golf in space and works with Ed to convince Bob to let him do it. |
| answer_d | Alan, Ed, and Bob land on the moon take samples and look back at Earth in awe. |

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|------------------------------|---|
| correct_answer | b |
| correct_answer_rationale | This statement most accurately summarizes the contents of the passage. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This statement is not the most accurate summary of the passage. While the passage includes these details, it lacks details about his memories from the trip, including seeing the Earth from space and taking samples. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | This statement is not the most accurate summary of the passage. While the passage includes these details, it is missing details about his memories from the trip, including seeing the Earth from space and taking samples. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This statement is not the most accurate summary of the passage. While the passage includes these details, it lacks details about Alan hitting a golf ball while in space. |
| scoring | Exact match; 1 point |

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|-------------------|--|
| Item # | 9 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.6.G</p> <p>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.</p> |
| Objective | Students will evaluate details read to determine an important idea. |
| DOK Level | 2 |
| Question Type | Multiselect |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | What key ideas about Alan Shepard playing golf on the moon do the details in paragraphs 2 and 3 support? |
| prompt | <i>Select the TWO correct answers.</i> |
| randomize_answer_choices | No |
| answer_a | he is serious |
| answer_b | he is athletic |
| answer_c | he is fun-loving |
| answer_d | he is reckless |
| answer_e | he is immature |

| | |
|------------------------------|--|
| correct_answer | b, c |
| correct_answer_rationale | Playing golf requires athletic skill. Playing a game on the moon shows that he is playful and lighthearted. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | The details in paragraphs 2 and 3 support the key idea that Alan Shepard is athletic and fun-loving in this narrative. They do not support the key idea that he is serious. |
| incorrect_answer_2 | d |
| incorrect_answer_2_rationale | The details in paragraphs 2 and 3 support the key idea that Alan Shepard is athletic and fun-loving in this narrative. They do not support the key idea that he is reckless. |
| incorrect_answer_3 | e |
| incorrect_answer_3_rationale | The details in paragraphs 2 and 3 support the key idea that Alan Shepard is athletic and fun-loving in this narrative. They do not support the key idea that he is immature. |
| scoring | Partial match; 1 point (.5 each) |

| | |
|-------------------|--|
| Item # | 10 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.6.G</p> <p>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.</p> |
| Objective | Students will determine the key ideas of a text. |
| DOK Level | 2 |
| Question Type | Hot Text |

PASSAGE

| Element | Value |
|---------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|---------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | <p>Reread these sentences from paragraph 1. Which sentences best support the idea that Alan Shephard saw the Earth in a different way.</p> <p>[We had a few moments to look around. We looked up in the black sky. It was a totally black sky.] [Even though the Sun is shining on the surface, it's not reflected.] [There's no diffusion, no reflection—a totally black sky and seeing another planet: planet Earth.] [Now, planet Earth is only four times as large as the Moon. So, you can really still put your thumb and your forefinger around it at that distance.] [So, it makes it look beautiful. It makes it look lonely. It makes it look fragile.]</p> |
| prompt | <i>Select the best answer.</i> |

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|------------------------------|--|
| correct_answer (key) | [Now planet Earth is only four times as large as the Moon. So you can really still put your thumb and your forefinger around it at that distance.] |
| correct_answer_rationale | This is the first time that Shepard looks at the Earth while sitting on the moon. It looks small and distant this way. |
| incorrect_answer_1 | [We had a few moments to look around. We looked up in the black sky. It was a totally black sky.] |
| incorrect_answer_1_rationale | These sentences describe what Alan Shepard saw, not his perspective or how it impacted him. |
| incorrect_answer_2 | [Even though the Sun is shining on the surface, it's not reflected.] |
| incorrect_answer_2_rationale | This sentence describes what Alan Shepard saw, not his perspective or how it impacted him. |
| incorrect_answer_3 | [So it makes it look beautiful. It makes it look lonely. It makes it look fragile.] |
| incorrect_answer_3_rationale | These sentences further describe the moment where Alan Shepard first saw Earth in a different way, which is when he first saw the Earth so small that he could put his thumb and forefinger around it. |
| scoring | Exact Match; 1 point |

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|--------------------------|---|
| Item # | 11 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 paraphrase a text to maintain meaning and logical order. |
| DOK Level | 3 |
| Question Type | Short Constructed Response |

PASSAGE

| Element | Value |
|----------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|----------------|---|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | <p>Reread these sentences from paragraph 2.</p> <p>"I did not have a regular golf club. It was the handle that we used to scoop up samples of dust with. That was already up there to be thrown away. Then we had a club head which I had adapted to snap on this handle and two golf balls."</p> <p>Paraphrase these sentences into 1-2 sentences?</p> |
| sample_answer | Alan used a piece of equipment to make a golf club. He had a special head made that could snap onto the scoop after the equipment had been used for the mission. |

| scoring_rubric | Points | Content Development |
|----------------|--------|--|
| | 2 | <ul style="list-style-type: none"> • A complete response explains that the golf club was made from equipment already going on the trip and a special head that could snap on. |
| | 1 | <ul style="list-style-type: none"> • A partial response may say the club was made from equipment or that it had a special head, but doesn't include both pieces of information. |
| | 0 | <ul style="list-style-type: none"> • The response is incorrect. • The response is not based on the text. • No response is provided. |

See rubric for scoring information.

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|--------------------------|--|
| Item # | 12 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | TEKS 4.7.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, paraphrase, or summarize texts in ways that maintain meaning and logical order. |
| Objective | Students will determine important details to include in a summary. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|----------------|-----------------------------|
| passage_link | |
| passage_title | Alan Shepard Golfs in Space |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage, "Alan Shepard Golfs in Space." |
| question_stem | Which detail would be most important to include in a summary of this passage? |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Alan looks at the night sky and notices that it was totally black. |
| answer_b | Alan uses the handle of a scoop as a golf club. |
| answer_c | Alan thinks about how Earth is only four times as big as the moon. |
| answer_d | Ed followed Alan down to the surface of the moon. |

| | |
|------------------------------|---|
| correct_answer | b |
| correct_answer_rationale | The correct answer is “Alan uses the handle of a scoop as a golf club.” The central idea of the passage is that Alan hits a golf ball, so this detail supports the central idea and should be in a summary. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | Although this is true, it is too small a detail to be necessary for a summary. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | Although this is true and interesting, it is too small a detail to be necessary for a summary. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | Although this is true, it is too small a detail to be necessary for a summary. |
| Scoring | Exact match; 1 point |

| | |
|--|---|
| Grade | 4 |
| Unit/Domain | Personal Narratives |
| Copyright (Original or Public Domain) | Adapted Public Domain |
| Source(s)—List source of/link to public domain text or sources referenced for factual content. | https://www.gutenberg.org/cache/epub/2397/pg2397.txt |
| Art (if applicable) | n/a |
| Lexile/Average Grade Level | Unavailable at this time. |
| Flesch Kincaid | 6.7 |
| Word Count | 492 |
| Title | Excerpt from <i>The Story of My Life</i> |
| Author (if applicable) | Helen Keller |

Excerpt from *The Story of My Life*

by Helen Keller

(1) For the first time in my life at Cambridge, I enjoyed the companionship of seeing and hearing girls of my own age. I lived with several others in one of the pleasant houses connected with the school. It was the house where Mr. Howells used to live. We all had the advantage of home life. I joined them in many of their games, even blind man's bluff and frolics in the snow. I took long walks with them. We discussed our studies and read aloud the things that interested us. Some of the girls learned to speak to me so that Miss Sullivan did not have to repeat their conversation . . .

(2) I took my preliminary examinations for Radcliffe from the 29th of June to the 3rd of July in 1897. The subjects I offered were Elementary and Advanced German, French, Latin, English, and Greek and Roman history. This totaled nine hours in all. I passed in everything and received "honours" in German and English.

(3) The first day I had German. Mr. Gilman sat beside me and read the paper through first, then sentence by sentence. I repeated the words aloud to make sure that I understood him perfectly. The papers were difficult. I felt very anxious as I wrote out my answers on the typewriter. Mr. Gilman spelled to me what I had written. Then I made such changes as I thought necessary, and he inserted them. I wish to say here that I have not had this advantage since in any of my examinations. At Radcliffe no one reads the papers to me after they are written. I have no opportunity to correct errors unless I finish before the time is up. In that case, I correct only such mistakes as I can recall in the few

minutes allowed. I make notes of these corrections at the end of my paper. If I passed with higher credit in the pre-tests than in the finals, there are two reasons. In the finals, no one read my work over to me. In the pre-tests, I had some subjects with which I was in a measure familiar before my work in the Cambridge school. At the beginning of the year, I had passed examinations in English, History, French and German, which Mr. Gilman gave me from previous Harvard papers.

(4) Mr. Gilman sent my written work to the examiners with a certificate that I, candidate No. 233, had written the papers.

(5) All the other pre-test examinations were conducted in the same manner. None of them was so difficult as the first. I remember that the day the Latin paper was brought to us, Professor Schilling came in and informed me that I had passed satisfactorily in German. This encouraged me greatly! I sped on to the end of the ordeal with a light heart and a steady hand.

| | |
|-------------------|--|
| Item # | 13 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 | Revise sentences to improve sentence structure and word choice. |
| DOK Level | 1 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage “Excerpt from <i>The Story of My Life</i> ” by Helen Keller. |
| question_stem | <p>A student wrote these two sentences about the passage.</p> <p>Keller studied at Cambridge. Keller studied at Radcliffe after that.</p> <p>What is the BEST way to combine the ideas in these sentences?</p> |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | After studying at Cambridge, Keller studied at Radcliffe. |
| answer_b | First, Keller studied at Cambridge, and second, Keller studied at Radcliffe. |
| answer_c | Keller studied at Cambridge, and Keller studied at Radcliffe after that. |
| answer_d | Keller studied at Cambridge and after that Keller studied at Radcliffe. |

| | |
|------------------------------|--|
| correct answer | a |
| correct answer rationale | This sentence includes all the ideas concisely. |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | This sentence includes too much repetition (Keller is stated twice) and is not concise enough. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | This sentence includes too much repetition (Keller is stated twice) and is not concise enough. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This sentence includes too much repetition (Keller is stated twice) and is not concise enough. |
| scoring | Exact match; 1 point |

| | |
|--------------------------|--|
| Item # | 14 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | TEKS 4.7.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, paraphrase, or summarize texts in ways that maintain meaning and logical order. |
| Objective | Students will retell a text to maintain meaning and logical order. |
| DOK Level | 2 |
| Question Type | Multiple choice |

PASSAGE

| Element | Value |
|----------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage “Excerpt from <i>The Story of My Life</i> ” by Helen Keller. |
| question_stem | What happens just after Helen Keller takes the German exam for Radcliffe? |
| prompt | <i>Select the correct answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | Kellen is admitted to Radcliffe. |
| answer_b | Keller studies in Cambridge. |
| answer_c | Keller takes her other exams. |
| answer_d | Keller takes her German exam. |

| | |
|----------------------------|--|
| correct_answer | c |
| correct_answer_rationale | First, Keller comes to Cambridge, living in a house with other girls. Then, she takes the exams for Radcliffe: first, German; then, her other exams. Her aide sends her work to the examiners. It is implied that Keller was then accepted since she talks about her work at Radcliffe after the exams ("At Radcliffe, no one reads the papers to me after they are written.") |
| incorrect_answer | a, b, d |
| incorrect_answer_rationale | First, Keller comes to Cambridge, living in a house with other girls. Then, she takes the exams for Radcliffe: first, German; then, her other exams. Her aide sends her work to the examiners. It is implied that Keller was then accepted, since she talks about her work at Radcliffe after the exams ("At Radcliffe no one reads the papers to me after they are written.") |
| scoring | Exact match; 1 point |

| | |
|-------------------|--|
| Item # | 15 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.6.G</p> <p>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.</p> |
| Objective | Students will evaluate details read to determine a key idea. |
| DOK Level | 1 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage "Excerpt from <i>The Story of My Life</i> " by Helen Keller. |
| question_stem | Which of the following sentences from the text best supports the idea that Helen Keller completed her work as independently as possible? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | "I took my preliminary examinations for Radcliffe from the 29th of June to the 3rd of July in 1897." (paragraph 2) |
| answer_b | "Mr. Gilman sat beside me and read the paper through first, then sentence by sentence." (paragraph 3) |
| answer_c | "I have no opportunity to correct errors unless I finish before the time is up. In that case correct only such mistakes as I can recall in the few minutes allowed. I make notes of these corrections at the end of my paper." (paragraph 3) |
| answer_d | "In the pre-tests, I had some subjects with which I was in a measure familiar before my work in the Cambridge school. At the beginning of the year I had passed examinations in English, History, French and German, which Mr. Gilman gave me from previous Harvard papers." (paragraph 3) |

| | |
|------------------------------|--|
| correct_answer | c |
| correct_answer_rationale | These sentences explain how Keller made changes and the explanation clearly points to her completing the work independently. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This sentence explains when she took her exams, not how she completed her work as independently as possible. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | This sentence explains how Mr. Gilman supported her, not how she completed her work as independently as possible. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This sentence explains which exams she took and passed, not how she completed her work as independently as possible. |
| Scoring | Exact match; 1 point |

| | |
|-------------------|---|
| Item # | 16 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 a summary the text that maintains meaning and logical order. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Excerpt from <i>The Story of My Life</i> " by Helen Keller. |
| question_stem | What is the best summary of the passage? |
| prompt | Select the best answer. |
| randomize_answer_choices | yes |
| answer_a | Keller had a private tutor and then decided to move to Cambridge. To get into college, she took and passed exams. |
| answer_b | Keller studied at home and then took exams for Radcliffe. Mr. Gilman read the paper to Keller and helped her take the exams. After completing the exams, Mr. Gilman certified that Keller had written the papers. |
| answer_c | After studying at Cambridge, Helen Keller took exams to enter Radcliffe with the assistance of Mr. Gilman. The first was the most difficult, but after passing that one the others were easier. |
| answer_d | Keller took exams in German, Latin, English, and Greek and Roman history to get in Radcliffe. Mr. Gillman helped her take the tests and certified that Keller wrote the papers. |

| | |
|------------------------------|---|
| correct_answer | c |
| correct_answer_rationale | This summary includes all of the key details of the passage. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This summary is missing key details, including that Helen studied at Cambridge, took exams to get into Radcliffe with the assistance of Mr. Gilman, that the first exam was the most difficult, but that after passing that one the others were easier. |
| incorrect_answer_2 | b |
| incorrect_answer_2_rationale | This summary is missing key details, including that Helen studied at Cambridge, took exams to get into Radcliffe with the assistance of Mr. Gilman, that the first exam was the most difficult, but that after passing that one the others were easier. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This summary is missing key details, including that Helen studied at Cambridge, took exams to get into Radcliffe with the assistance of Mr. Gilman, that the first exam was the most difficult, but that after passing that one the others were easier. |
| Scoring | Exact match; 1 point |

| | |
|-------------------|---|
| Item # | 17 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.7.C</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: (C) use text evidence to support an appropriate response.</p> |
| Objective | Students will use text evidence to describe the narrator's feelings. |
| DOK Level | 2 |
| Question Type | Multipart |

PASSAGE

| Element | Value |
|---------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage, "Excerpt from <i>The Story of My Life</i> ." |
| question_stem | <p>This question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Part A</p> <p>What do Keller's words and actions show about her feelings toward her classmates?</p> |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | Yes |
| answer_a | She is nervous around her fellow students. |
| answer_b | She likes her fellow students. |
| answer_c | She looks up to her fellow students. |
| answer_d | She is distracted by her fellow students. |

| | |
|------------------------------|--|
| correct_answer | b |
| correct_answer_rationale | Paragraph 1 describes how she enjoyed the companionship of girls her age. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | In the passage, Keller describes enjoying the companionship of seeing and hearing girls her own age. She does not describe feeling nervous. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | In the passage, Keller describes enjoying the companionship of seeing and hearing girls of her own age. She does not describe looking up to her fellow students. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | In the passage, Keller describes enjoying the companionship of seeing and hearing girls of her own age. She does not describe feeling distracted by her fellow students. |
| scoring | Exact match; 1 point |
| question_stem | <p>Part B</p> <p>Which sentences from paragraph 1 of the selection best support the answer to Part A?</p> |
| prompt | <i>Select the best answer.</i> |
| randomize_answer_choices | yes |
| answer_a | "For the first time in my life at Cambridge, I enjoyed the companionship of seeing and hearing girls of my own age." |
| answer_b | "I lived with several others in one of the pleasant houses connected with the school." |
| answer_c | "I joined them in many of their games, even blind man's bluff and frolics in the snow." |
| answer_d | "We discussed our studies and read aloud the things that interested us." |
| correct_answer | "For the first time in my life at Cambridge, I enjoyed the companionship of seeing and hearing girls of my own age." |
| correct_answer_rationale | a |
| correct_answer_rationale | Keller describes her emotion ("enjoyed"), telling the reader how she feels in this environment. |
| incorrect_answer_1 | b |
| incorrect_answer_1_rationale | This describes how Keller feels about the house but not about her life in Cambridge. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | This provides information about the kinds of activities Helen engaged in with her classmates but not about how she felt about them. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This provides information about what Helen and her classmates talked about but not how she felt about them. |
| scoring | Exact match; 1 point |

| | |
|-------------------|--|
| Item # | 18 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| 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 describe the narrator's feelings using details from the text. |
| DOK Level | 2 |
| Question Type | Match Table |

PASSAGE

| Element | Value |
|----------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value | | | | |
|-------------------------|---|-----------|-----------|-------|-------|
| Stimulus | Refer to the passage "Excerpt from <i>The Story of My Life</i> " by Helen Keller. | | | | |
| question_stem | Which answers tell about the feelings Keller had in Cambridge house, and which answers tell about the feelings she had about her Radcliffe exams? | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Cambridge</td> <td style="width: 50%;">Radcliffe</td> </tr> <tr> <td>[DD1]</td> <td>[DD2]</td> </tr> </table> | Cambridge | Radcliffe | [DD1] | [DD2] |
| Cambridge | Radcliffe | | | | |
| [DD1] | [DD2] | | | | |
| prompt | <i>Drag each word to the correct place.</i> | | | | |
| randomize_answer_choice | No | | | | |
| drop_a_object | nervous | | | | |
| drop_b_object | comfortable | | | | |
| drop_c_object | apologetic | | | | |
| drop_d_object | happy | | | | |

| | |
|-------------------|--|
| correct_answer | [DD1]: drop_b_object, drop_d_object [DD2]: drop_a_object, drop_c_object |
| correct_rationale | <p>Keller describes her time in Cambridge as relaxing and enjoyable: "I enjoyed the companionship . . ." She also characterizes her home there as "pleasant."</p> <p>During her exams, Keller writes, "I felt very anxious . . ." She also spends several sentences explaining how a seeming "advantage" (Mr. Gilman's help) did not apply to all of her work at Radcliffe, showing that she is somewhat apologetic for this help.</p> |

| | |
|-------------------|---|
| Item # | 19 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.7.C</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: (C) use text evidence to support an appropriate response.</p> |
| Objective | The student identifies text evidence to support a response. |
| DOK Level | 2 |
| Question Type | Matching |

PASSAGE

| Element | Value |
|---------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|--|
| stimulus | Refer to the passage "Excerpt from <i>The Story of My Life</i> " by Helen Keller. |
| question_stem | Which sentence from the passage shows that Helen Keller's hard work led to good results? |
| prompt | Select the best answer. |
| randomize_answer_choices | Yes |
| answer_a | "Some of the girls learned to speak to me, so that Miss Sullivan did not have to repeat their conversation." (paragraph 1) |
| answer_b | "I passed in everything, and received "honours" in German and English." (paragraph 2) |
| answer_c | "I repeated the words aloud to make sure that I understood him perfectly." (paragraph 3) |
| answer_d | "Mr. Gilman sent my written work to the examiners with a certificate that I, candidate No. 233, had written the papers." (paragraph 4) |

| | |
|------------------------------|---|
| correct_answer | b |
| correct_answer_rationale | Passing everything and receiving honors supports the idea that her hard work paid off. |
| incorrect_answer_1 | a |
| incorrect_answer_1_rationale | This sentence shows that some of Helen's classmates worked hard to learn how to speak to her. In this example, Helen was not the one doing most of the hard work. |
| incorrect_answer_2 | c |
| incorrect_answer_2_rationale | This sentence, while it may show an example of Helen working hard, does not show an example of Helen's hard work paying off. |
| incorrect_answer_3 | d |
| incorrect_answer_3_rationale | This sentence describes how Mr. Gilman supported Helen's hard work by certifying that she had done all of the hard work herself. It does not yet show that her hard work as paid off. |
| scoring | Exact match; 1 point |

| | |
|-------------------|---|
| Item # | 20 |
| Discipline | ELA |
| Grade Level | 4 |
| Assessment Type | End of Unit |
| Unit/Domain Title | Personal Narratives |
| TEKS | <p>TEKS 4.6.F</p> <p>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.</p> |
| Objective | The student will make an inference about a character using details from the text. |
| DOK Level | 2 |
| Question Type | Multiple Choice |

PASSAGE

| Element | Value |
|---------------|--|
| passage_link | |
| passage_title | Excerpt from <i>The Story of My Life</i> , by Helen Keller |

QUESTION

| Element | Value |
|--------------------------|---|
| stimulus | Refer to the passage “Excerpt from <i>The Story of My Life</i> ” by Helen Keller. |
| question_stem | How do Keller’s feelings change from the beginning of the passage to the end? |
| prompt | Select the best answer. |
| randomize_answer_choices | No |
| answer_a | First, she is worried, then happy, then upset. |
| answer_b | First, she is happy, then anxious, then encouraged. |
| answer_c | First, she is relaxed, then confident, then unsure. |
| answer_d | First, she is uncertain, then hopeful, then nervous. |

| | |
|------------------------------|--|
| correct_answer | b |
| correct_answer_rationale | Keller is glad to be in school at the beginning of the passage, then worries about her exams. After Keller passes her German exam, she feels better about the upcoming tests: "I sped on to the end of the ordeal with a light heart and a steady hand." |
| Incorrect_answer_1 | a |
| Incorrect_answer_1_rationale | Keller states that she was anxious during the exams. However, this is not the first feeling she has in the passage. |
| Incorrect_answer_2 | c |
| Incorrect_answer_2_rationale | Keller is relaxed in her home environment in Cambridge. However, this is not how she feels when she gets the news about her results. |
| Incorrect_answer_3 | d |
| Incorrect_answer_3_rationale | Keller is unsure about her exams before she takes them, but she feels differently afterward. |
| scoring | Exact match; 1 point |

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