

Grade	4
Unit/Domain	American Revolution: Building a Nation
Copyright (Original or Public Domain)	Original
Sources	<a href="https://www.massmoments.org/moment-details/boston-celebrates-first-evacuation-day.html">https://www.massmoments.org/moment-details/boston-celebrates-first-evacuation-day.html</a> <a href="https://www.thoughtco.com/siege-of-boston-2360655">https://www.thoughtco.com/siege-of-boston-2360655</a> <a href="https://www.thoughtco.com/american-revolution-major-general-henry-knox-2360685">https://www.thoughtco.com/american-revolution-major-general-henry-knox-2360685</a> <a href="https://www.massmoments.org/moment-details/henry-knox-brings-cannon-to-boston.html">https://www.massmoments.org/moment-details/henry-knox-brings-cannon-to-boston.html</a>
Lexile/Average Grade Level	Not available at this time
Flesch Kincaid	7.8
Word Count	477
Title	<b>The First American Victory in the Revolutionary War</b>
Author	Allen Woods

### **The First American Victory in the Revolutionary War**

(1) When the American Revolution began in April 1775, many people did not believe the rebels had a chance. Great Britain was the most powerful empire in the world, but in the first year of the war, American soldiers surprised the British army in two battles. The Americans were able to defeat many more British soldiers than expected at the Battles of Lexington and Concord near the city of Boston, but the British still controlled Boston.

(2) Both the British and Americans wanted to control Boston and its valuable harbor. After the Battle of Bunker Hill in June 1775, both sides settled into a standoff. For almost a year, the British kept warships in Boston Harbor that could quickly destroy the city. But the American army surrounded the city on the other side. American troops outnumbered British troops, who remained stuck in Boston. Neither side could make a move without suffering great losses.

(3) One American proposed a daring plan to break the standoff. American troops had seized a British fort about 300 miles away in New York. The fort had many large cannons intended for

defense. Henry Knox, an officer in the army, suggested secretly bringing the cannons to Boston. General George Washington could place them on hills above the city to force the British to surrender and leave.

(4) There were two big problems with Knox's plan. First, the cannons were large and heavy. Most weighed about 2,000 pounds. Some were 5,000 pounds and 11 feet long. The second problem was the weather. Knox and his men left the fort with the cannons in the dead of winter. Snowstorms could bury the cannons and delay the soldiers for days or weeks at a time.

(5) But Knox and his men were extremely resourceful. They built 40 large sleds to slide the cannons over the snow and ice. They used oxen to pull the sleds and stopped in western Massachusetts to replace exhausted oxen with fresh ones. They were even able to rescue two of the cannons that fell through thin ice on a river.

(6) The cannons arrived in Boston in early March 1776, after nearly two months of hard, winter traveling. A few weeks later, Washington distracted the British by launching an attack on Boston. While the British were fighting, the cannons were placed on Dorchester Heights, overlooking Boston harbor. On March 5, the British commander awoke to realize that he and his troops were in a dangerous, desperate position. Their guns could not reach the American artillery set up high above the city.

(7) Soon, the standoff ended. The British agreed not to destroy Boston if they were allowed to leave on their ships. As the troops left the harbor, the people of Boston celebrated wildly. They had defeated the British and were free from their troops for the first time in years.

<b>Item #</b>	1
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence.
<b>Objective</b>	Students will determine the central idea of a text about the American Revolution.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The First American Victory in the Revolutionary War."
question_stem	What is the central idea of the passage?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	The Americans defeated the British at the Battles of Lexington and Concord
answer_b	Forcing the British to leave Boston was an important early success for America in the Revolutionary War.
answer_c	Henry Knox should be remembered as a hero for his contributions to the Revolutionary War.
answer_d	Cannons were the most important type of weapon during the Revolutionary War.

correct_answer	b
correct_answer_rationale	The correct answer is “Forcing the British to leave Boston was an important early success for America in the Revolutionary War.” The title of the passage describes this as “the first American victory in the Revolutionary War” and emphasizes that the people of Boston celebrated afterward.
incorrect_answer_1	a
incorrect_answer_1_rationale	The author does point this out in the first paragraph, but it isn't the central idea of the entire passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	You might infer this from the passage, but it isn't the central idea and is just a detail in the of the passage.
incorrect_answer_3	d
incorrect_answer_3_rationale	The passage provides an example of how cannons were important, but the author does not claim that cannons were “the most important type of weapon.”
scoring	Exact match; 1 point

<b>Item #</b>	2
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including:(i) the central idea with supporting evidence.
<b>Objective</b>	Students will recognize details that support a central idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiselect

#### PASSAGE

Element	Value
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

Element	Value
stimulus	Refer to the passage "The First American Victory in the Revolutionary War."
question_stem	Which details support the idea that American troops were resourceful in fighting the British?
prompt	Select <b>TWO</b> correct answers.
answer_a	They built sleds to bring the cannons to Boston.
answer_b	They celebrated when the British left Boston.
answer_c	They rescued two cannons that had fallen in a river.
answer_d	They defeated more British than expected in early battles.
answer_e	They settled into a yearlong standoff with the British.
correct answers	a, c

correct_answer_rationale	Being <i>resourceful</i> describes people who can overcome obstacles to success. American troops showed they were resourceful by building sleds for the cannons and rescuing cannons from a river.
Incorrect answer_1	b
incorrect_answer_rationale_1	Being <i>resourceful</i> describes people who have the ability to find quick and clever ways to overcome obstacles. Celebrating when the British left Boston does not demonstrate being resourceful.
Incorrect answer _2	d
Incorrect answer rationale_2	This statement is a detail about expectations but does not demonstrate being resourceful. Their resourcefulness is what enabled them to defeat more British in the early battles.
incorrect answer_3	E
Incorrect answer rational_3	Settling into a yearlong standoff with the British does not demonstrate being resourceful.
scoring	Partial match per response; 1 point (.5 each)

<b>Item #</b>	3
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
<b>Objective</b>	Students will evaluate details read to determine a key idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

Element	Value
stimulus	Refer to the passage, "The First American Victory in the Revolutionary War."
question_stem	Why was there a yearlong standoff after the Battle of Bunker Hill?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	Yes
answer_a	The British ships had more cannons, but the American army had more powerful cannons.
answer_b	The American army was caught in a standoff, so it didn't attack the British troops in Boston.
answer_c	American troops outnumbered the well-trained British troops.
answer_d	American troops surrounded British troops in Boston, but British ships in the harbor threatened the city.
correct_answer	d

correct_answer_rationale	The correct answer is "American troops surrounded British troops in Boston, but British ships in the harbor threatened the city." The British ships could destroy Boston, but American troops surrounded the British troops in Boston.
incorrect_answer_1	a
incorrect_answer_1_rationale	The standoff ended when the Americans brought powerful cannons to Boston. American cannons were not one of the causes of the standoff.
incorrect_answer_2	b
incorrect_answer_2_rationale	According to the author, "People on both sides of the conflict did not believe the rebels had a chance." However, this is not one of the reasons for the standoff in Boston.
incorrect_answer_3	c
incorrect_answer_3_rationale	The author notes that "Great Britain was the most powerful empire in the world" and that American troops outnumbered British troops in Boston. However, these are not given as reasons for the standoff in Boston.
scoring	Exact match; 1 point



<b>Item #</b>	4
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
<b>Objective</b>	Students will evaluate details read to determine a key idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The First American Victory in the Revolutionary War."
question_stem	Which sentence best explains why Henry Knox wanted to bring the cannons from New York to Boston?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	Henry Knox wanted to bring the cannons from New York to Boston to force the British to leave Boston.
answer_b	Henry Knox wanted to bring the cannons from New York to Boston to demonstrate the skill of American soldiers.
answer_c	Henry Knox wanted to bring the cannons from New York to Boston to give General Washington weapons for future battles.
answer_d	Henry Knox wanted to bring the cannons from New York to Boston to prevent British ships from entering Boston Harbor.
correct_answer	a
correct_answer_rationale	With the cannons above the city, the British could not defend themselves and so withdrew.

incorrect_answer_1	b
incorrect_answer_1_rationale	The mission to bring the cannons to Boston did demonstrate the skill of American soldiers. However, this wasn't the reason for the mission.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although the cannons may have helped Washington in the future, this wasn't the reason to bring them to Boston.
incorrect_answer_3	d
incorrect_answer_3_rationale	The British ships had been in Boston Harbor for nearly a year. Henry Knox proposed bringing cannons to Boston as a solution to this problem.
scoring	Exact match; 1 point

<b>Item #</b>	5
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.9.D.iii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including:(iii) organizational patterns such as compare and contrast.
<b>Objective</b>	Students will identify the overall structure of a text.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The First American Victory in the Revolutionary War."
question_stem	How is the information in this passage organized?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	Yes
answer_a	A descriptive pattern is used.
answer_b	A compare-and-contrast pattern is used
answer_c	A cause/effect pattern is used
answer_d	A problem/solution pattern is used
correct_answer	d
correct_answer_rationale	The correct answer is "problem/solution." The passage begins by explaining the problem, for the American army, of ships in Boston Harbor. The passage then explains how the American army solved this problem by bringing cannons to the city.

incorrect_answer_1	b
incorrect_answer_1_rationale	Although the passage does compare American and British troops, this is not the overall structure of the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although the passage does mention the causes and effects of moving the cannons to Boston, this is not the overall structure of the passage.
incorrect_answer_3	a
incorrect_answer_3_rationale	Although the passage does describe the process of moving the cannons to Boston, this is not the overall structure of the passage.
scoring	Exact match; 1 point

<b>Item #</b>	6
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.9.D.iii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including:(iii) organizational patterns such as compare and contrast.
<b>Objective</b>	Students will identify key words or examples that signal the overall structure of a text.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "The First American Victory in the Revolutionary War."
question_stem	What happened because both the British and Americans wanted to control Boston and its harbor?
prompt	<i>Select the <b>best</b> answer.</i>
answer_a	Great Britain became the most powerful empire in the world.
answer_b	The Americans were able to surprise and defeat the British army in two battles.
answer_c	British and American armies settled into a standoff, keeping ships in the Boston Harbor.
answer_d	The Revolution began in April of 1775.
correct_answer	c
correct_answer_rationale	The article establishes that the British and American armies had settled into a standoff, with the British keeping warships in Boston Harbor "that could quickly destroy the city." The rest of the passage describes the solution to this problem.

incorrect_answer_1	a
incorrect_answer_1_rationale	This paragraph does describe a problem, which is that the American army was facing “the most powerful empire in the world.” However, Great Britain was already a powerful empire before the standoff occurred.
incorrect_answer_2	b
incorrect_answer_2_rationale	While this is presented as a fact prior to the standoff, this does not establish the result of wanting control over Boston and its harbor.
incorrect_answer_3	d
incorrect_answer_rationale_3	The Revolutionary War began prior to the events described in the text and did not occur as a result of wanting control over Boston.
scoring	Exact match; 1 point

<b>Item #</b>	7
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.11.D Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using TEKS English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
<b>Objective</b>	Students will edit drafts for subject-verb agreement.
<b>DOK Level</b>	2
<b>Question Type</b>	Inline choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

Element	Value		
stimulus	Refer to the passage "The First American Victory in the Revolutionary War."  Which verb completes the sentence correctly?		
question_stem	General George Washington	A replace B placing C place D places	cannons on hills above the city, forcing the British to surrender and leave.
prompt	Select the <b>best</b> answer.		
randomize_answer_choices	yes		

answer_a	replace
answer_b	placing
answer_c	place
answer_d	places
correct_answer	d
correct_answer_rationale	The correct answer is places because the subject is singular, and the action verb should end in an "s".
incorrect_answer_1	a
incorrect_answer_1_rationale	This is not the correct form of the verb because the subject is singular. If so, it would be replaces, but George Washington did not do that, according to the passage.
incorrect_answer_2	b
incorrect_answer_2_rationale	Placing is not the correct verb tense, as that would indicate the action is happening right now and would need "is" to use this form.
incorrect_answer_3	c
incorrect_answer_3_rationale	If the subject were plural, then place would be the correct word. Example: The soldiers place a cannon.
scoring	Exact match; 1 point



<b>Item #</b>	8
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.2.B.iii Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply spelling knowledge by:(iii) spelling multisyllabic words with multiple sound-spelling patterns.
<b>Objective</b>	Students will correctly spell target words.
<b>DOK Level</b>	2
<b>Question Type</b>	Inline choice

#### PASSAGE

Element	Value
passage_link	
passage_title	The First American Victory in the Revolutionary War

#### QUESTION

Element	Value		
stimulus	Refer to the passage “The First American Victory in the Revolutionary War.”		
question_stem	Henry Knox took the cannons from a fort near the	A boundary B bondary C boundory D boundary	between America and Canada.
prompt	Choose the <b><i>CORRECT</i></b> answer.		

correct_answer	a
correct_answer_rationale	That's the correct way to spell the word.
incorrect_answer_1	b
incorrect_answer_1 _rationale	That is not how the word is spelled.
incorrect_answer_1	c
incorrect_answer_1 _rationale	That is not how the word is spelled.
incorrect_answer_1	d
incorrect_answer_1 _rationale	That is not how the word is spelled.
scoring	Exact match; 1 point

Grade	4
Unit/Domain	American Revolution: Building a Nation
Copyright (Original or Public Domain)	<a href="http://www.boston-tea-party.org/account-george-hewes.html">http://www.boston-tea-party.org/account-george-hewes.html</a>
Lexile/Average Grade Level	Not available at this time
Flesch Kincaid	8.7
Word Count	487
Title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party
Author	George Robert Twelve Hewes

### **Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party**

by George Robert Twelve Hewes (adapted)

*In 1773, American patriots dumped tea worth almost \$2 million today into Boston Harbor in protest of the Tea Act, which gave the East India Tea Company preferential price fixing treatment to import tea into the colonies. This event became known as the Boston Tea Party, and the protest was a result of other cumulative "taxation without representation" actions such as the Stamp Act or the widely unpopular Quartering Act. Within a few years, British and American troops were fighting in the American Revolution. George Robert Twelve Hewes, a Boston shoemaker, participated in the Boston Tea Party. He wrote this account years later.*

(1) It was now evening, and I immediately equipped myself with a small hatchet and a club. After having painted my face and hands with coal dust from the shop of a blacksmith, I went to Griffin's wharf. I fell in with many who were dressed, equipped, and painted as I was. We marched in order to our destination.

(2) There were three of our number who assumed an authority to direct our operations. They divided us into three parties for the three ships. My commander's name was Leonard Pitt. The names of the other commanders I never knew.

(3) We were immediately ordered by the respective commanders to board all the ships at the same time. As soon as we were on board, he ordered me to go to the captain and demand the

keys to the hatches and a dozen candles. The captain promptly delivered the articles. He requested we do no damage to the ship or rigging.

(4) We then were ordered to open the hatches and take out all the chests of tea and throw them overboard, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the water.

(5) In about three hours we had broken and thrown overboard every tea chest. Those on the other ships were disposing of the tea in the same way. We were surrounded by British armed ships, but no attempt was made to resist us.

(6) We then quietly retired to our places of residence, without having any conversation with each other, or taking any measures to discover who were our associates. Nor do I recollect having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt. There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequence for himself.

(7) The next morning it was discovered that very considerable quantities of tea were floating upon the surface of the water. To prevent the possibility of any being saved for use, a number of small boats were manned by sailors and citizens. They rowed wherever the tea was visible. By beating it with oars and paddles they so thoroughly drenched it as to render its entire destruction inevitable.

<b>Item #</b>	9
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence.
<b>Objective</b>	Students will recognize details that support a central idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Hot text

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."
question_stem	Which sentence from paragraph 2 does the author use to support the idea that parts of the Boston Tea Party were kept secret?  [There were three of our number who assumed an authority to direct our operations.] [They divided us into three parties for the three ships.] [My commander's name was Leonard Pitt.] [The names of the other commanders I never knew.]
prompt	Select the <b>best</b> answer.

correct_answer	[The names of the other commanders I never knew.]
correct_answer_rationale	This sentence reveals that the leaders of the Boston Tea Party didn't want their names to be known.
incorrect_answer_1	[There were three of our number who assumed the authority to direct our operations.]
incorrect_answer_1_rationale	This sentence mentions three people who led the Boston Tea Party, but it does not mention any secrets.
incorrect_answer_2	[They divided us into three parties for the three ships.]
incorrect_answer_2_rationale	This sentence describes part of the Boston Tea Party process but does not mention any secrets.
incorrect_answer_3	[My commander's name was Leonard Pitt.]
incorrect_answer_3_rationale	This sentence identifies one of the leaders of the Boston Tea Party. It does not mention any secrets.
scoring	Exact match; 1 point

<b>Item #</b>	10
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.6F (6) 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.
<b>Objective</b>	Students will make an inference using evidence from the text.
<b>DOK Level</b>	1
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."
question_stem	Based on the information provided in paragraph 6, what can the reader infer about the individuals involved with the Boston Tea Party?  We then quietly retired to our places of residence, without having any conversation with each other, or taking any measures to discover who were our associates. Nor do I recollect having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt. There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequence for himself.
prompt	Select the <b>best</b> answer.

randomize_answer_choices	yes
answer_a	They were too tired to speak to one another after the event in the harbor.
answer_b	They did not speak to one another afterward to protect themselves from getting caught.
answer_c	They wanted to find out each other's names to discuss the event later.
answer_d	They were looking forward to volunteering again in the future.
correct_answer	b
correct_answer_rationale	Hewes describes a mood of quiet reflection and gives the idea that they wanted to protect themselves by refraining from any conversation or learning one another's names.
incorrect_answer_1	a
incorrect_answer_1_rationale	The text does say they retired quietly to their own residence, but it does not give the indication that they were weary from the task, instead it provides a mood of quiet reflection.
incorrect_answer_2	c
incorrect_answer_2_rationale	The text said that they did not learn one another's names because they did not have any conversation with one another, they accomplished the task at hand.
incorrect_answer_3	d
incorrect_answer_3_rationale	The text mentions that each individual should volunteer, but it is in reference to the task completed, not that they would be volunteering in the future.
scoring	Exact match; 1 point



<b>Item #</b>	11
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
<b>Objective</b>	Students will identify details that support a key idea.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."
question_stem	What detail from the text supports the idea that the colonists wanted to ensure none of the tea was saved?
prompt	<i>Select the <b>best</b> answer.</i>
question_a	They boarded the ships at the same time.
question_b	They worked without speaking to one another.
question_c	They were told not to damage the ship or rigging.
question_d	They used oars to sink the tea floating on the water.
correct_answer	d
correct_answer_rationale	Participants in the Boston Tea Party returned the next day to "thoroughly drench" any tea still floating on the water.
incorrect_answer_1	a

incorrect_answer_rationale_1	They did board the ships at the same time, but this does not support the idea that they wanted to make sure none of the tea was saved.
incorrect_answer_2	b
incorrect_answer_rationale_2	The text does state that they did not have conversations with one another, but this does not provide support for ensuring none of the tea was saved.
incorrect_answer_3	c
incorrect_answer_rationale_3	They were instructed not to damage the ship or the rigging, but this is not a detail that supports the idea that they did not want any of the tea saved.
scoring	Exact match; 1 point

<b>Item #</b>	12
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.11.C Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
<b>Objective</b>	Students will combine sentences for coherence and clarity.
<b>DOK Level</b>	3
<b>Question Type</b>	Short Constructed Response

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."
question_stem	Read these sentences a student wrote about the passage, "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."  Knox and his men built 40 large sleds. Knox and his men used oxen to pull the sleds.  What is the best way to combine the ideas in these sentences?
prompt	<i>Write your answer in the box provided.</i>
sample answer	Knox and his men built 40 large sleds and used oxen to pull them.
scoring	1 point

<b>Item #</b>	13
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.11.D Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using TEKS English conventions, including: Supporting TEKS (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
<b>Objective</b>	Students will correct sentence errors related to splices, run-ons, or fragments.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."
question_stem	Read this sentence a student wrote about the passage, "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."  The British warship captains did not know the Boston Tea Party was going to happen or they would have prevented it.  What is the correct way to write this sentence?
prompt	Select the <b>best</b> answer.

randomize_answer_choices	yes
answer_a	The British warship captains did not know the Boston Tea Party was going to happen, or they would have prevented it.
answer_b	The British warship captains did not know the Boston Tea Party was going to happen, or, they would have prevented it.
answer_c	The British warship captains did not know, the Boston Tea Party was going to happen or they would have prevented it.
answer_d	The British warship captains did not know the Boston Tea Party was going to happen or, they would have prevented it.
correct_answer	a
correct_answer_rationale	Adding a comma correctly punctuates the compound sentence.
incorrect_answer_1	b
incorrect_answer_1_rationale	Only one comma is needed between independent clauses.
incorrect_answer_2	c
incorrect_answer_2_rationale	It is incorrect to place a comma between a verb and its object.
incorrect_answer_3	d
incorrect_answer_3_rationale	A comma is needed before the coordinating conjunction, not after.
scoring	Exact match; 1 point

<b>Item #</b>	14
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.11.D.x.i Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using TEKS English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
<b>Objective</b>	Students will correctly spell target words.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	A student writes a response to the text "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."  The participants of the Boston Tea Party preferred the tea would sink to the bottom of the harbor.  What change is needed in this sentence?
question_stem	What change is needed in this sentence?
prompt	Select the <b>CORRECT</b> answer.
answer_a	Change <b>Party</b> to <b>party</b>
answer_b	Change <b>prefered</b> to <b>preferred</b>
answer_c	Change <b>sink</b> to <b>sinking</b>
answer_d	Change the period to an exclamation mark.

correct_answer	b
correct_answer_rationale	Doubling the “r” before adding suffix –ed, follows the spelling rule for this word.
incorrect_answer_1	a
incorrect_answer_1_rationale	Party should be capitalized as it is a proper noun.
incorrect_answer_2	c
incorrect_answer_2_rationale	Changing the word <i>sink</i> to <i>sinking</i> affects the subject-verb agreement, so this is not correct.
incorrect_answer_3	d
incorrect_answer_3_rationale	The use of a period in this sentence is correct. An exclamation mark would not be appropriate.
scoring	Exact match; 1 point

<b>Item #</b>	15
<b>Discipline</b>	ELA
<b>Grade Level</b>	4
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	American Revolution: Building a Nation
<b>TEKS</b>	TEKS 4.12.B Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
<b>Objective</b>	Students will compose an informational text.
<b>DOK Level</b>	4
<b>Question Type</b>	Extended Constructed Response

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party

#### EXTENDED CONSTRUCTED RESPONSE

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passages, "The First American Victory in the Revolutionary War" and "Excerpts from the Account of George Robert Twelve Hewes, Participant in the Boston Tea Party."
question_stem	<p>Use Information from both texts to describe the experience of American colonists during the Revolutionary War.</p> <p>Write a well-organized informational composition that uses specific evidence from the article to support your answer. Remember to –</p> <ul style="list-style-type: none"> <li>• clearly state your central idea</li> <li>• organize your writing</li> <li>• develop your ideas in detail</li> <li>• use evidence from the selection in your response</li> <li>• use correct spelling, capitalization, punctuation, and grammar</li> </ul>



	<p>Manage your time carefully so that you can –</p> <ul style="list-style-type: none"> <li>• review the selection</li> <li>• plan your response</li> <li>• write your response</li> <li>• revise and edit your response</li> </ul>										
prompt	<i>Write your response in the box provided.</i>										
scoring rubric	<table> <tr> <th>Points</th><th>Content Development</th></tr> <tr> <td>3</td><td> <ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Organization is effective</li> <li>• Evidence is specific, well chosen, and relevant</li> <li>• Expression of ideas is clear and effective</li> </ul> </td></tr> <tr> <td>2</td><td> <ul style="list-style-type: none"> <li>• Central idea is present and somewhat developed</li> <li>• Organization is limited</li> <li>• Evidence is limited and may include some irrelevant information</li> <li>• Expression of ideas is basic</li> </ul> </td></tr> <tr> <td>1</td><td> <ul style="list-style-type: none"> <li>• Central idea is not evident or not developed</li> <li>• Organization is minimal and/or weak</li> <li>• Evidence is insufficient and/or mostly irrelevant</li> <li>• Expression of ideas is ineffective</li> </ul> </td></tr> <tr> <td>0</td><td> <ul style="list-style-type: none"> <li>• Central idea may be evident</li> <li>• The response lacks an introduction and conclusion</li> <li>• An organizational structure is not evident</li> <li>• Evidence is not provided or irrelevant.</li> </ul> </td></tr> </table>	Points	Content Development	3	<ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Organization is effective</li> <li>• Evidence is specific, well chosen, and relevant</li> <li>• Expression of ideas is clear and effective</li> </ul>	2	<ul style="list-style-type: none"> <li>• Central idea is present and somewhat developed</li> <li>• Organization is limited</li> <li>• Evidence is limited and may include some irrelevant information</li> <li>• Expression of ideas is basic</li> </ul>	1	<ul style="list-style-type: none"> <li>• Central idea is not evident or not developed</li> <li>• Organization is minimal and/or weak</li> <li>• Evidence is insufficient and/or mostly irrelevant</li> <li>• Expression of ideas is ineffective</li> </ul>	0	<ul style="list-style-type: none"> <li>• Central idea may be evident</li> <li>• The response lacks an introduction and conclusion</li> <li>• An organizational structure is not evident</li> <li>• Evidence is not provided or irrelevant.</li> </ul>
Points	Content Development										
3	<ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Organization is effective</li> <li>• Evidence is specific, well chosen, and relevant</li> <li>• Expression of ideas is clear and effective</li> </ul>										
2	<ul style="list-style-type: none"> <li>• Central idea is present and somewhat developed</li> <li>• Organization is limited</li> <li>• Evidence is limited and may include some irrelevant information</li> <li>• Expression of ideas is basic</li> </ul>										
1	<ul style="list-style-type: none"> <li>• Central idea is not evident or not developed</li> <li>• Organization is minimal and/or weak</li> <li>• Evidence is insufficient and/or mostly irrelevant</li> <li>• Expression of ideas is ineffective</li> </ul>										
0	<ul style="list-style-type: none"> <li>• Central idea may be evident</li> <li>• The response lacks an introduction and conclusion</li> <li>• An organizational structure is not evident</li> <li>• Evidence is not provided or irrelevant.</li> </ul>										

		<ul style="list-style-type: none"><li>• Expression of ideas is unclear and/or incoherent</li></ul> <p><b><i>Note that if a response receives a 0 in Development, the response will also earn 0 points in the Conventions trait.</i></b></p>
	Points	Language Conventions
	2	Student writing demonstrates <u>consistent command</u> of grade-level appropriate conventions, including correct: <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul>
	1	Student writing demonstrates <u>inconsistent command</u> of grade-level appropriate conventions, including limited use of correct: <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul>
	0	Student writing demonstrates <u>little to no command</u> of grade-level appropriate conventions, including infrequent use of or no evidence of correct: <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul>
Scoring	See rubric for scoring information	

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA