

Grade	4
Unit/Domain	Treasure Island
Copyright (Original or Public Domain)	http://www.gutenberg.org/files/120/120-h/120-h.htm
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	5.6
Word Count	754
Title	From <i>Treasure Island</i>
Author	Robert Louis Stevenson

Excerpt From *Treasure Island* (adapted)

Note: When pirates first sailed the seas, they encountered many islands where Native people lived who did not practice Christianity. In this part of the story, a young boy discovers a man who has been on such an island for a long time. The man tells the boy that he misses a "Christian diet," or his familiar life and foods that he used to eat before he was left on the island.

Jim Hawkins is a cabin boy on a ship that pirates have captured. The pirates' leader, Long John Silver, has sailed to an island to look for buried treasure. In this excerpt, Jim tries to get away.

(1) From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling through the trees. My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine. What it was, whether bear or man or monkey, I could not tell. It seemed dark and shaggy. But the terror of this new apparition brought me to a standstill.

(2) I was now, it seemed, cut off on both sides: behind me were the attackers, and before me was this lurking creature. And immediately, I began to prefer the dangers that I knew to those I did not. Silver himself appeared less terrible in contrast with this creature of the woods, and I turned on my heel, looking sharply behind me over my shoulder, and began to retrace my steps in the direction of the boats.

(3) Instantly the figure reappeared, and making a wide circuit, began to head me off. I was tired, at any rate; but I could see it was in vain for me to contend in speed with such an adversary. From trunk to trunk the creature flitted like a deer, running manlike on two legs, but unlike any man that I had ever seen, stooping almost double as it ran. Yet a man it was! I could no longer be in doubt about that.

(4) But the mere fact that he was a man, however wild, had somewhat reassured me, and my fear of Silver began to revive. As soon as I remembered I was not defenseless, courage glowed again in my heart. and I set my face resolutely for this man of the island and walked briskly towards him.

(5) He was concealed by this time behind another tree trunk. But he must have been watching me closely, for as soon as I began to move in his direction, he reappeared and took a step to meet me. Then he hesitated, drew back, came forward again, and at last, to my wonder and confusion, threw himself on his knees and held out his clasped hands as if to plead.

(6) At that I once more stopped. "Who are you?" I asked

(7) "Ben Gunn," he answered, and his voice sounded hoarse and awkward, like a rusty lock. "I'm poor Ben Gunn, I am; and I haven't spoken with a Christian these three years."

(8) I could now see that he was like myself and that his features were even pleasing. Of all the beggar-men that I had seen, he was the chief for raggedness. He was clothed with tatters of old ship's canvas and old sea-cloth, and this extraordinary patchwork was all held together by a system of the most various and unusual fastenings, brass buttons, bits of stick, and loops of tarry gaskin. About his waist he wore an old brass-buckled leather belt, which was the one thing solid in his whole outfit.

(9) "Three years!" I cried. "Were you shipwrecked?"

(10) "Nay, mate," said he; "marooned."

(11) I had heard the word, and I knew it stood for a horrible kind of punishment common enough among the buccaneers, in which an offender is put ashore with a little powder and shot and left behind on some desolate and distant island.

(12) "Marooned three years ago," he continued, "and lived on goats since then and berries and oysters. Wherever a man is, says I, a man can do for himself. But, mate, my heart is sore for a Christian diet. You mightn't happen to have a piece of cheese about you, now? Well, many's the long night I've dreamed of cheese—toasted, mostly—and woke up again, and here I were."

(13) "If ever I can get aboard again," said I, "you shall have cheese."

Item #	1
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.10.E</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify and understand the use of literary devices, including first- or third-person point of view.</p>
Objective	Students will understand the use of first-person point of view.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	Which sentence best helps the reader understand that the story is told from a first-person point-of-view?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	<i>From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling through the trees.</i> (paragraph 1)
answer_b	<i>He was clothed with tatters of old ship's canvas and old sea-cloth, and this extraordinary patchwork was all held together by a system of the most various and unusual fastenings...</i> (paragraph 8)
answer_c	<i>I could now see that he was like myself and that his features were even pleasing.</i> (paragraph 8)

answer_d	<i>"Marooned three years ago," he continued, "and lived on goats since then and berries and oysters.</i> (paragraph 12)
correct_answer	c
correct_answer_rationale	The correct answer is <i>I could now see that he was like myself and that his features were even pleasing.</i> (paragraph 8). The narrator uses first-person pronouns such as <i>I</i> and <i>myself</i> to indicate his involvement in the story.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence does not provide evidence for establishing a particular point of view.
incorrect_answer_2	b
incorrect_answer_2_rationale	This sentence does not provide evidence for establishing a particular point of view.
incorrect_answer_3	d
incorrect_answer_3_rationale	The use of the pronoun <i>he</i> in this sentence does not provide evidence to show the text is told from a first-person point of view.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
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 support a response about a character.
DOK Level	1
Question Type	Multipart

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>This question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Part A</p> <p>How is the narrator most likely feeling throughout the text?</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	alone and afraid
answer_b	curious and quiet
answer_c	tired and hungry
answer_d	excited and happy
correct_answer	a
correct_answer_rationale	The narrator has left the ship and is afraid of a figure that has appeared.
incorrect_answer_1	b
incorrect_answer_1_rationale	The text does not indicate that the narrator is interested in meeting the stranger. Instead, he is fearful of the stranger. The

	narrator talks throughout the passage, so there is no evidence that he is quiet either.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although the text says that the narrator is tired, it does not say he is hungry.
incorrect_answer_3	d
incorrect_answer_3_rationale	There is no mention of the narrator being either excited or happy.
scoring	Exact match; 1 point

question_stem	Part B Which detail in the text best supports your answer in Part A?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	“He was concealed by this time behind another tree trunk. But he must have been watching me closely, for as soon as I began to move in his direction, he reappeared and took a step to meet me.”
answer_b	“He was clothed with tatters of old ship's canvas and old sea-cloth, and this extraordinary patchwork was all held together by a system of the most various and unusual fastenings, brass buttons, bits of stick, and loops of tarry gaskin.”
answer_c	“I was now, it seemed, cut off upon both sides; behind me the attackers, before me this lurking creature. And immediately I began to prefer the dangers that I knew to those I knew not.”
answer_d	“I could now see that he was like myself and that his features were even pleasing.”
correct_answer	c
correct_answer_rationale	The correct answer is “I was now, it seemed, cut off upon both sides; behind me the attackers, before me this lurking creature. And immediately I began to prefer the dangers that I knew to those I knew not.” This statement shows that Jim is stuck between his attackers and the lurking creature. He has nowhere to turn, which shows he is afraid and alone.
incorrect_answer_1	a
incorrect_answer_1_rationale	This statement describes the actions of the man moving toward the narrator and does not provide evidence for how the narrator is feeling.
incorrect_answer_2b	b
incorrect_answer_2b_	This statement describes the appearance of Ben Gunn, not the

rationale	narrator's situation.
incorrect_answer_3b	d
incorrect_answer_3b_rationale	This statement describes Ben Gunn, not the narrator.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
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 describe the setting of a story.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>Which sentences from the first paragraph describe the setting of the story?</p> <p>[From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling through the trees.] [My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine.] [What it was, whether bear or man or monkey, I could not tell.] [It seemed dark and shaggy.] [But the terror of this new apparition brought me to a standstill.]</p>
prompt	Select two correct answers.
randomize_answer_choices	yes
correct_answer	[From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling through the trees.] [My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine.]
correct_answer_rationale	The first sentence identifies the setting as a hilly, stony area with trees. The second sentence further describes the setting by identifying one type of tree: pine.

incorrect_answer_1	[What it was, whether bear or man or monkey, I could not tell.]
incorrect_answer_1_rationale	This refers to another character in the story, not the setting.
incorrect_answer_2	[It seemed dark and shaggy.]
incorrect_answer_2_rationale	This describes another character in the story, not the setting.
incorrect_answer_3	[But the terror of this new apparition brought me to a standstill.]
incorrect_answer_3_rationale	This explains the narrator's feelings, not the setting of the story.
scoring	Partial match per response; 1 point (.5 each)

Item #	4
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	4.8D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) explain the influence of the setting, including historical and cultural settings, on the plot.
Objective	Students will explain the influence of setting on plot.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	How is the setting of deserted island important to the plot?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	the island is where Jim meets Ben Gunn.
answer_b	the island is where Ben eats toasted cheese.
answer_c	the island is where Jim has been marooned for three years.
answer_d	the island is where Ben runs away from Jim.
correct_answer	a
correct_answer_rationale	The island is where Jim and Ben discover that they are like one another and become friends.
incorrect_answer_1	b
incorrect_answer_1_rationale	Jim does not eat toasted cheese on the island; Ben asks if he has any, but Jim promises he will make sure he gets some once he gets back on the ship.
incorrect_answer_2	c
incorrect_answer_2_rationale	Ben Gunn is the person who was marooned on the island for three years, not Jim.
incorrect_answer_3	d

incorrect_answer_3_ rationale	Ben chases Jim; he does not run away from him. The two eventually meet and have a conversation.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.8.B</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the interactions of the characters and the changes they undergo.</p>
Objective	Students will explain the changes a character undergoes.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage “Excerpt from <i>Treasure Island</i> .”
question_stem	By the end of the story, Jim has gone from feeling:
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	angry to calm
answer_b	tired to rested
answer_c	afraid to encouraged
answer_d	embarrassed to confident
correct_answer	c
correct_answer_rationale	Jim is frightened by Ben at first. Then, after meeting him, he discovers he is like him and feels like he has a friend.
incorrect_answer_1	a
incorrect_answer_1_rationale	There are no descriptions of Jim being angry throughout the story. He does become calm once he meets Ben and learns he is just a man like him.
incorrect_answer_2	b
incorrect_answer_2_rationale	There is no text evidence to support that Jim is tired and then

rationale	feels rested. He runs from Ben, but then finds the courage to meet him face-to-face.
incorrect_answer_3	d
incorrect_answer_3_rationale	There is no text evidence to support that Jim ever felt embarrassed in the story.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.8.B</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the interactions of the characters and the changes they undergo.</p>
Objective	Students will explain the interaction between two characters.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	The conversation between Jim and Ben in paragraphs 6-13 suggests that Ben is:
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	worried about what Jim will do next
answer_b	ashamed that he has been marooned for three years
answer_c	disappointed that Jim isn't with Silver
answer_d	hungry for a home-cooked meal
correct_answer	d
correct_answer_rationale	Ben tells Jim that he has only lived on goats, berries, and oysters and is "sore" for a good meal. He asks Jim for some cheese.
incorrect_answer_1	a
incorrect_answer_1_rationale	Ben is not worried about what Jim will do. He is glad to talk to him and tells him he has not spoken to anyone in three years. He has been alone, so the interaction is welcomed.
incorrect_answer_2	b
incorrect_answer_2_rationale	Ben is wearing tattered clothing and looks ragged, but his words

rationale	and actions do not indicate embarrassment. He tells Jim right away that he had been marooned for three years.
incorrect_answer_3	c
incorrect_answer_3_rationale	Ben does not mention Silver or show feelings that he is disappointed with Jim.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.8.B</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the interactions of the characters and the changes they undergo.</p>
Objective	Students will explain changes that a character experiences.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	What is the most likely reason Jim suddenly felt brave enough to confront the figure in the trees?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	he gets a feeling that the man is friendly
answer_b	he thinks he recognizes the figure
answer_c	he realizes the figure is just a man
answer_d	he hears the attackers coming from behind
correct_answer	c
correct_answer_rationale	The correct answer is "he realizes the figure is just a man." This realization reassures the narrator and causes him to remember he was "not defenseless."
incorrect_answer_1	a
incorrect_answer_1_rationale	The narrator does not realize the man is friendly until after they meet.
incorrect_answer_2	b
incorrect_answer_2_rationale	The narrator realizes the figure is a man, but he does not recognize him.

incorrect_answer_3	d
incorrect_answer_3_rationale	The narrator is worried about the attackers in the other direction, but he does not hear them coming.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.8.B</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) explain the interactions of the characters and the changes they undergo.</p>
Objective	Students will explain changes that a character experiences.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage "Excerpt from <i>Treasure Island</i> ."
question_stem	Ben Gunn's words and actions while talking to Jim support the idea that -
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	he gets to eat cheese for the first time in years
answer_b	he sees another person for the first time in years
answer_c	he gets new clothes for the first time in years
answer_d	he is left alone for the first time in years
correct_answer	b
correct_answer_rationale	The correct answer is "he sees another person for the first time in years." Gunn was marooned on the island by himself three years ago.
incorrect_answer_1	a
incorrect_answer_1_rationale	Gunn hopes to eat cheese again, but the narrator does not have any right now.
incorrect_answer_2	c
incorrect_answer_2_rationale	Gunn badly needs new clothes, but the narrator does not have

rationale	any right now.
incorrect_answer_3	d
incorrect_answer_3_rationale	Gunn has been marooned, or left alone, for three years. Continuing to be left alone would not be a change.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.6F</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 inferences about a character's interactions.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	What is the most likely reason Jim chooses to speak directly to Ben Gunn rather than go back the other way?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	he feels sorry for Gunn and wants to help him out
answer_b	he thinks that Gunn may be in the same situation he is in
answer_c	he decides it is his duty to find out about Gunn
answer_d	he is less frightened of Gunn than of the attackers
correct_answer	d
correct_answer_rationale	The correct answer is "he is less frightened of Gunn than of the attackers." In paragraph 4, the narrator's "fear of Silver began to revive," and so he walks away from the attackers and toward Gunn.
incorrect_answer_1	a
incorrect_answer_1_rationale	The narrator may eventually feel sorry for Gunn, but he doesn't know anything about Gunn when he decides to speak to him.
incorrect_answer_2	b

incorrect_answer_2_rationale	The narrator knows nothing about Gunn when he decides to speak to him. He never indicates that he thinks Gunn is in a similar situation.
incorrect_answer_3	c
incorrect_answer_3_rationale	The narrator does not suggest he feels a “duty” toward Gunn.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.6F</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 about a character's interactions.
DOK Level	2
Question Type	Short Constructed Response

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
Stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>Read the question carefully.</p> <p>What is the most likely reason Ben Gunn falls on his knees before the narrator?</p> <p>Support your answer with evidence from the selection.</p>
prompt	<i>Write your answer in the box provided.</i>
sample answer	The most likely reason Ben Gunn falls on his knees is because he is thrilled to see another person like him. After being marooned, he has lived alone on the island for three years. He is also looking forward to having some food.

scoring	2 points
	<p>A clear reason why Ben Gunn falls to his knees when he sees Jim:</p> <ul style="list-style-type: none"> • Gunn was marooned • Gunn has been living alone for three years • Gunn is very happy to see another person • Gunn is happy to see someone who speaks his language • Gunn is hungry and thinks Jim can share food with him <p>One of the following pieces of evidence:</p> <ul style="list-style-type: none"> • Ben Gunn asks Jim, "You mightn't happen to have a piece of cheese about you, now?" • When Jim asked who he was, Ben Gunn's voice "sounded hoarse and awkward, like a rusty lock." • When Ben meets Jim, he says, "I'm poor Ben Gunn, I am, and I haven't spoken with a Christian these three years." • One of the following pieces of evidence: • Ben Gunn asks Jim, "You mightn't happen to have a piece of cheese about you, now?" • When Jim asked who he was, Ben Gunn's voice "sounded hoarse and awkward, like a rusty lock." • When Ben meets Jim, he says, "I'm poor Ben Gunn, I am, and I haven't spoken with a Christian these three years." •
	1-point
	<ul style="list-style-type: none"> • A partial response may answer the question but not provide supporting evidence from the text.
	0 points
	<ul style="list-style-type: none"> • The response does not answer the question or provide supporting evidence or there is no response.
	See rubric for scoring information

Item #	11
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.2.B.ii</p> <p>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: (ii) spelling homophones.</p>
Objective	Students demonstrate and apply spelling knowledge by spelling homophones.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	The narrator realizes that _____ stories are somewhat similar.
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	their
answer_b	there
answer_c	they're
answer_d	thier
correct_answer	a
correct_answer_rationale	The correct answer is <i>their</i> . The word is a possessive pronoun and completes the sentence accurately.
incorrect_answer_rationale_all	The sentence needs a possessive pronoun. <i>There</i> indicates location and <i>they're</i> is a contraction. <i>Thier</i> is misspelled.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.2.B.ii</p> <p>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: (ii) spelling homophones.</p>
Objective	Students will demonstrate and apply knowledge by spelling homophones.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	The narrator realizes that Gunn knows how to survive _____.
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	their
answer_b	there
answer_c	they're
answer_d	thier
correct_answer	b
correct_answer_rationale	<i>There</i> identifies a place and completes the sentence accurately.
incorrect_answer_rationale	<i>Their</i> is a possessive pronoun; <i>they're</i> is a contraction.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.2.B.ii</p> <p>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: (ii) spelling homophones.</p>
Objective	Students will use the frequently confused words <i>there</i> , <i>their</i> , and <i>they're</i> .
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	Even though _____ dressed very differently, he recognizes similarities between them.
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	their
answer_b	there
answer_c	they're
answer_d	thier
correct_answer	c
correct_answer_rationale	The correct answer is "they're." The word is a contraction of "they" and "are" and completes the sentence accurately.
incorrect_answer_rationale	<i>Their</i> is a possessive pronoun. <i>There</i> indicates a place or position. <i>Thier</i> is a misspelling of <i>their</i> and is incorrect.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.D.vii</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: (D) edit drafts using standard English conventions, including:(vii) pronouns, including reflexive.</p>
Objective	Students will use relative pronouns correctly in sentences.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	<p>Refer to the passage, “Excerpt from <i>Treasure Island</i>.”</p> <p>Select the relative pronoun that completes the following sentence correctly.</p>
question_stem	Silver, _____ is a pirate, makes the narrator very afraid.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	which
answer_b	whom
answer_c	who
answer_d	whose
correct_answer	c
correct_answer_rationale	The correct answer is “who.” The clause needs a singular relative pronoun that acts as a subject.
incorrect_answer_1	a
incorrect_answer_1_rationale	This relative pronoun modifies things, but Silver is a person.
incorrect_answer_2	b

incorrect_answer_2_rationale	This relative pronoun acts as an object in a clause. However, the relative clause in the sentence is missing its subject.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is a possessive pronoun, but Silver does not possess anything in this sentence.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.D.vii</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: (D) edit drafts using standard English conventions, including:(vii) pronouns, including reflexive.</p>
Objective	Students will use relative pronouns correctly in sentences.
DOK Level	2
Question Type	Inline choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	<p>Refer to the passage, "Excerpt from <i>Treasure Island</i>."</p> <p>Select the relative pronoun that completes the following sentence correctly.</p>
question_stem	Gunn, _____ appearance is unusual, almost frightens the narrator away.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	which
answer_b	whom
answer_c	who
answer_d	whose
correct_answer	d
correct_answer_rationale	The correct answer is "whose." The sentence needs a possessive relative pronoun to refer to Gunn's appearance.
incorrect_answer_1	a
incorrect_answer_1_rationale	This relative pronoun may be the subject or object of a clause. However, the relative clause in this sentence is missing a possessive pronoun to refer to Gunn's appearance.

incorrect_answer_2	b
incorrect_answer_2_rationale	This relative pronoun acts as the object of a clause. However, the relative clause in this sentence is missing a possessive pronoun to refer to Gunn's appearance.
incorrect_answer_3	c
incorrect_answer_3_rationale	This relative pronoun acts as the subject of a clause. However, the relative clause in this sentence is missing a possessive pronoun to refer to Gunn's appearance.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.D.vii</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: (D) edit drafts using standard English conventions, including:(vii) pronouns, including reflexive.</p>
Objective	Students will use relative pronouns correctly in sentences.
DOK Level	2
Question Type	Inline choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	<p>Refer to the passage, "Excerpt from <i>Treasure Island</i>."</p> <p>Select the relative pronoun that completes the following sentence correctly.</p>
question_stem	Cheese, _____ appears in Gunn's dreams, is something Gunn hasn't eaten in three years.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	which
answer_b	whom
answer_c	who
answer_d	whose
correct_answer	a
correct_answer_rationale	The correct answer is "which." The sentence needs a relative pronoun to refer to the nonhuman <i>cheese</i> .
incorrect_answer_1	b
incorrect_answer_1_rationale	This relative pronoun acts as the object of a clause. However, the relative clause in this sentence is missing its subject.
incorrect_answer_2	c

incorrect_answer_2_rationale	This relative pronoun modifies people, but cheese is a thing.
incorrect_answer_3	d
incorrect_answer_3_rationale	This is a possessive pronoun, but Gunn does not possess anything in this sentence.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.D.viii</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: (D) edit drafts using standard English conventions, including:(viii) coordinating conjunctions to form compound subjects, predicates, and sentences.</p>
Objective	Students will edit a sentence with a coordinating conjunction.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>Read the sentence.</p> <p>"My eyes turned instinctively in that direction, but I saw a figure leap with great rapidity behind the trunk of a pine."</p> <p>What change should be made in this sentence?</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Change <i>saw</i> to <i>seen</i>
answer_b	Delete the comma before <i>but</i>
answer_c	Change <i>but</i> to <i>and</i>
answer_d	Change <i>turned</i> to <i>turn</i>
correct_answer	c
correct_answer_rationale	The word <i>and</i> is a coordinating conjunction. It joins words,

	phrases, and sentences.
incorrect_answer_1	a
incorrect_answer_1_rationale	Both <i>saw</i> and <i>seen</i> are forms of the irregular verb <i>see</i> . <i>Saw</i> is the past tense form which agrees with the noun, but <i>seen</i> is the past participle form. Because <i>seen</i> is a past participle, it is used with the auxiliary verbs <i>have</i> , <i>has</i> , and <i>had</i> .
incorrect_answer_2	b
incorrect_answer_2_rationale	The comma is used before the conjunction when joining two independent clauses.
incorrect_answer_3	d
incorrect_answer_3_rationale	<i>Turned</i> is the past tense and it is correct. <i>Turn</i> would be the present tense and would not agree with the verb tense in the second clause.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.D.viii</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: (D) edit drafts using standard English conventions, including:(viii) coordinating conjunctions to form compound subjects, predicates, and sentences.</p>
Objective	Students will edit a sentence with a coordinating conjunction.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>Read the following sentence about the passage.</p> <p>"Ben Gunn was marooned on the island, so he survived by himself for over three years. "</p> <p>What change should be made to the sentence?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Change <i>marooned</i> to <i>maroon</i>
answer_b	Add a comma after <i>Gunn</i>
answer_c	Change <i>years</i> to <i>year</i>
answer_d	Change <i>so</i> to <i>but</i>
correct_answer	d
correct_answer_rationale	<i>So</i> indicates causation or reasoning; <i>but</i> signals a contradiction. Ben Gunn did not survive as a result of being on the island; he

	survived in spite of being on the island.
incorrect_answer_1	a
incorrect_answer_1_rationale	The word <i>maroon</i> would indicate a present tense verb. The word <i>was</i> signals that a past tense verb is needed in this case, so <i>marooned</i> is correct.
incorrect_answer_2	b
incorrect_answer_2_rationale	A comma placement after <i>Gunn</i> is incorrect. There is no need to separate or pause after the word <i>Gunn</i> , as it is not an introductory word or phrase.
incorrect_answer_3	c
incorrect_answer_3_rationale	The plural usage of <i>years</i> is correct as “three” would indicate more than one year.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.C</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>
Objective	Students will correctly use a comma before a coordinating conjunction in a compound sentence.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>What is the best way to revise this sentence?</p> <p>Jim is afraid of Ben Gunn at, first but he is more afraid of Silver.</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Jim is afraid of Ben Gunn at first but, he is more afraid of Silver.
answer_b	Jim is afraid of Ben Gunn at first, but he is more afraid of Silver.
answer_c	Jim is afraid of Ben Gunn at, first, but he is more afraid of Silver.
answer_d	Jim is afraid of Ben Gunn at first but he is more afraid of Silver.
correct_answer	b
correct_answer_rationale	The correct answer is "at first, but." A comma is used before a coordinating conjunction in a compound sentence.

incorrect_answer_1	a
incorrect_answer_1_rationale	The comma is not in the correct position in this choice.
incorrect_answer_2	c
incorrect_answer_2_rationale	The comma is not in the correct position in this choice.
incorrect_answer_3	d
incorrect_answer_3_rationale	Punctuation is needed to separate both parts of a compound sentence.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Treasure Island
TEKS	<p>TEKS 4.11.C</p> <p>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>
Objective	Students will combine ideas to create a clear and effective sentence.
DOK Level	3
Question Type	Short constructed response

PASSAGE

Element	Value
passage_link	
passage_title	Excerpt from <i>Treasure Island</i>

QUESTION

Element	Value
stimulus	Refer to the passage, "Excerpt from <i>Treasure Island</i> ."
question_stem	<p>In the box provided, combine the ideas in these sentences to create one clear and effective sentence.</p> <p>Jim thinks Ben Gunn may be an animal. He is surprised to learn Gunn is a marooned sailor.</p>
prompt	<i>Write your response in the box provided.</i>
sample answer	Jim thinks Ben Gunn may be an animal, but he is surprised to learn Gunn is a marooned sailor.
scoring	1 point

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