

Grade	4
Unit/Domain	Poetry
Copyright	Public Domain https://www.public-domain-poetry.com/emily-elizabeth-dickinson/hope-13626
Lexile/Average Grade Level	n/a
Flesch Kincaid	n/a
Word Count	71
Title	Hope
Author	Emily Dickinson

Hope

- (1) Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,
- (5) And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.
- (9) I've heard it in the chillest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Item #	1
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
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	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	Which lines in the poem explain why hope is generous?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	And sweetest in the gale is heard; And sore must be the storm (lines 5-6)
answer_b	That could abash the little bird That kept so many warm. (lines 7-8)
answer_c	I've heard it in the chilliest land, And on the strangest sea; (lines 9-10)
answer_d	Yet, never, in extremity, It asked a crumb of me. (lines 11-12)
correct_answer	d
correct_answer_rationale	These lines say that hope gives generously because it doesn't ask anything in return.
incorrect_answer_1	A
incorrect_answer_1_rationale	This line describes where hope can be heard.
incorrect_answer_2	B
incorrect_answer_2_rationale	These lines describe hope when it is experiencing challenges.
incorrect_answer_3	c
incorrect_answer_3_rationale	These lines describe where hope can be heard.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.8.A Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer basic themes supported by text evidence.
Objective	Students will infer a theme of the poem.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	Emily Dickinson's poem expresses the theme of —
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	hope is always in us
answer_b	singing birds never stop singing
answer_c	challenges are not easy to overcome
answer_d	birds are loyal companions
correct_answer	a
correct_answer_rationale	The title of the poem identifies the primary theme, and the poem expresses the theme throughout.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although a little bird singing is mentioned, it is not the primary theme, it is more of a metaphor for hope.
incorrect_answer_2	c
incorrect_answer_2_rationale	The poem suggests that hope is helpful in times of challenge.
incorrect_answer_3	d
incorrect_answer_3_rationale	The poem says that hope is a thing with feathers that perches in the soul, which means that hope dwells inside us, not that an actual bird is a loyal companion.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
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	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	Which lines in the poem support the idea that difficulties are a part of life?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Hope is the thing with feathers That perches in the soul, (lines 1-2)
answer_b	And sings the tune without the words, And never stops at all, (lines 3-4)
answer_c	And sore must be the storm That could abash the little bird (lines 6-7)
answer_d	I've heard it in the chillest land, And on the strangest sea; (lines 9-10)
correct_answer	c
correct_answer_rationale	These lines compare a storm to difficulties. This suggests that just as a storm can arise, challenges can also come our way.
incorrect_answer_1	a
incorrect_answer_1_rationale	These lines begin a metaphor comparing hope to a bird that perches in our soul.
incorrect_answer_2	b
incorrect_answer_2_rationale	These lines build on the metaphor of hope being something that never goes away.

incorrect_answer_3	d
incorrect_answer_3_rationale	These lines suggest that hope can still be found even in the midst of difficulties.
scoring	Exact match; 1 point

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

PASSAGE

Element	Value
passage_link	
passage_title	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	What is the most likely reason the author uses a metaphor to compare hope to a bird in the first stanza?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	To explain how birds can fly to great heights
answer_b	To explain how hope brings happiness into our lives.
answer_c	To explain what it is like to have little hope
answer_d	To describe where a person can feel hope
correct_answer	b
correct_answer_rationale	The poem says hope "is the thing with feathers that perches in the soul."
incorrect_answer_1	a
incorrect_answer_1_rationale	Although some birds can soar, this is not the purpose of the metaphor.
incorrect_answer_2	c
incorrect_answer_2_rationale	How hope makes a person feel warm is described in the second stanza, not in the metaphor of hope as a bird.

incorrect_answer_3	d
incorrect_answer_3_rationale	The second and third stanzas describe where hope can be felt.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
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 inferences using text evidence.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	What is the most likely reason the poet says that hope sounds sweetest in a gale?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	When times are hard, hope is a great comfort.
answer_b	When there are fierce winds, nothing can be heard.
answer_c	If hope can be heard in the wind, it can be trusted.
answer_d	Hope sounds like the wind.
correct_answer	a
correct_answer_rationale	Use of the word "sweetest" suggests that hope makes you feel good and "in the Gale" suggests when times are hard.
incorrect_answer_1	b
incorrect_answer_1_rationale	It is difficult to hear anything in a gale, but that does not mean you cannot hear anything. This is also not the reason the poet says that hope sounds the sweetest in a gale.
incorrect_answer_2	c
incorrect_answer_2_rationale	The lines do not suggest trust, just comfort or support.
incorrect_answer_3	d
incorrect_answer_3_rationale	There is not text evidence to say that hope sounds like the wind.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.9.B 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: (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images.
Objective	Students will describe the purpose of a metaphor in the poem.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	Why does the poet use the metaphor in the second stanza?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	To show that hope is always there, no matter what
answer_b	To compare the bird to a storm
answer_c	To emphasize that the wind is comforting
answer_d	To explain where the bird lives
correct_answer	a
correct_answer_rationale	The second stanza demonstrates the bird's resilience and thus hope's resilience.
incorrect_answer_1	b
incorrect_answer_1_rationale	The poet does not use the metaphor to compare the bird to the storm. The bird (hope) provides comfort.
incorrect_answer_2	c
incorrect_answer_2_rationale	The poet does not use the metaphor to emphasize the wind is comforting. The comfort is found in hope.
incorrect_answer_3	d
incorrect_answer_3_rationale	The poet uses the metaphor to explain where the bird lives in the first stanza.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.10.D Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Objective	Students will explain how author's use of figurative language achieves specific purposes.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	What is the most likely reason the poet uses alliteration in line 6 of the poem, "Hope"?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	To draw attention to words that describe nature
answer_b	To develop a steady, peaceful tone
answer_c	To arrange the words in an interesting way
answer_d	To create language that engage the audience
correct_answer	a
correct_answer_rationale	The alliteration in this poem is meant to draw attention to the words that describe nature.
incorrect_answer_1	b
incorrect_answer_1_rationale	Rhythm would be a literary device to develop a steady pace or cadence of words. This is not evident in this stanza.

incorrect_answer_2	c
incorrect_answer_2_rationale	Consonance, not alliteration allows the poet to arrange words in an interesting way that can intensify appeal.
incorrect_answer_3	d
incorrect_answer_3_rationale	Anaphora, not alliteration, helps to engage the audience.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
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 identify text evidence that supports an appropriate response.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hope

QUESTION

Element	Value
stimulus	Refer to the poem, "Hope."
question_stem	Which line in the poem, "Hope" supports the idea that hope is constant?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Hope is the thing with feathers (line 1)
answer_b	That perches in the soul, (line 2)
answer_c	And sings the tune without the words, (line 3)
answer_d	And never stops at all, (line 4)
correct_answer	d
correct_answer_rationale	Saying that it "never stops" suggests that hope is constant.
incorrect_answer_1	a
incorrect_answer_1_rationale	This line supports the idea that hope is like a bird, not that it is constant.
incorrect_answer_2	b
incorrect_answer_2_rationale	This line supports the connection between the human spirit and hope, not that it is constant.
incorrect_answer_3	c
incorrect_answer_3_rationale	This line supports the idea that hope lives in the mind, not that it is constant.
scoring	Exact match; 1 point

Grade	4
Unit/Domain	Poetry
Copyright	Public Domain https://www.public-domain-poetry.com/walt-whitman/aboard-at-a-ships-helm-806
Lexile/Average Grade Level	n/a
Flesch Kincaid	n/a
Word Count	119
Title	Aboard at a Ship's Helm
Author	Walt Whitman

Aboard at a Ship's Helm

- (1) Aboard at a ship's helm,
A young steersman steering with care.
- (3) Through fog on a sea-coast dolefully ringing,
An ocean bell-O a warning bell, rock'd by the waves.
- (5) O you give good notice indeed, you bell by the sea-reefs ringing,
Ringing, ringing, to warn the ship from its wreck-place.
- (7) For as on the alert O steersman, you mind the loud admonition,
The bows turn, the frightened ship tacking speeds away under her gray sails,
The beautiful and noble ship with all her precious wealth speeds away gayly and safe
- (10) But O the ship, the immortal ship! O ship aboard the ship!
Ship of the body, ship of the soul, voyaging, voyaging, voyaging.

Item #	9
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
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 use text evidence to make inferences.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	Reread the first six lines of the poem, "Aboard at a Ship's Helm." <i>Aboard at a ship's helm, A [young] steersman [steering] with care. (lines 1-2) Through fog on a sea-coast [dolefully] ringing, An ocean bell-O a [warning] bell, rock'd by the waves. (lines 3-4) O you give good notice [indeed], you bell by the sea-reefs ringing, Ringing, ringing, to warn the ship from its [wreck-place]. (lines 5-6)</i> Which words in the poem reflect a gloomy mood?
prompt	Select THREE correct answers.
randomize_answer_choices	Yes
correct_answers	dolefully, warning, wreck-place
correct_answer_rationale	These words each have a negative connotation that suggests a gloomy mood.
incorrect_answers_all	young, steering, indeed
incorrect_answers_rationale_all	These words have neutral or positive connotations that would not suggest a gloomy mood.
scoring	Partial match; 1 point (.33 each)

Item #	10
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
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	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	Which line from the poem describes the power of nature?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	<i>Aboard at a ship's helm,</i> (line 1)
answer_b	<i>A young steersman steering with care.</i> (line 2)
answer_c	<i>Through fog on a sea-coast dolefully ringing,</i> (line 3)
answer_d	<i>An ocean bell-O a warning bell, rock'd by the waves.</i> (line 4)
correct_answer	d
correct_answer_rationale	The ability of the waves to rock the ship suggests the power of nature.
incorrect_answer_1	a
incorrect_answer_1_rationale	This line establishes the setting on a ship but does not suggest the power of nature.
incorrect_answer_2	b
incorrect_answer_2_rationale	This line identifies the main character of the poem but does not suggest the power of nature.
incorrect_answer_3	c
incorrect_answer_3_rationale	Although this line identifies a natural element, fog, it does not suggest that fog is powerful.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make an inference about the poet's use of structure in a poem.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	What is the most likely reason the poet uses a free verse structure in the poem, "Aboard at a Ship's Helm"?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	To connect the reader to the natural world
answer_b	To explain the forces of the wind
answer_c	To show the relationship between man and ship
answer_d	To point out the dangers of the ocean
correct_answer	a
correct_answer_rationale	The poet is surrounded by the sea and sky and the free verse structure helps the reader make connections with the natural world as the poet guides the ship.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although natural forces are mentioned, the free verse structure does not help the reader to understand them better.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although the words of the poem show that the man is the captain, the free verse structure does not enable the reader to see this relationship.
incorrect_answer_3	d

incorrect_answer_3_rationale	Although dangers are mentioned, the free verse structure does not help the reader better see the dangers of the ocean.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes withing and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: explain figurative language such as simile, metaphor, and personification that the poet uses to create images.
Objective	Students will identify figurative language in the poem.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	Reread lines 3 and 4 of the poem, "Aboard at a Ship's Helm." <i>Through fog on a sea-coast dolefully ringing, An ocean bell-O a warning bell, rock'd by the waves.</i> Why does the poet use imagery in these lines?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	To show the power of nature in a stormy sea
answer_b	To give the sea-coast life-like qualities
answer_c	To show that a bell rings when the waves come in
answer_d	To compare the fog to the waves
correct_answer	a
correct_answer_rationale	The words "fog on a sea-coast dolefully ringing" help the reader imagine the scene being warned about the rocky sea amidst a storm.
incorrect_answer_1	b
incorrect_answer_1_rationale	Personification is not present in these lines and the poet is not giving the sea-coast human-like characteristics.
incorrect_answer_2	c

incorrect_answer_2_rationale	The bell is a figurative reminder of the treacherous currents of the sea; it is not an actual bell being rung.
incorrect_answer_3	d
incorrect_answer_3_rationale	There is no comparison being made between the fog and the waves in these lines.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes withing and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: explain figurative language such as simile, metaphor, and personification that the poet uses to create images.
Objective	Students will explain figurative language the poet uses to create images.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	Reread lines 7-9 in poem, "Aboard at a Ship's Helm." <i>For as on the alert O steersman, you mind the loud admonition, The bows turn, the frightened ship tacking speeds away under her gray sails, The beautiful and noble ship with all her precious wealth speeds away gayly and safe.</i> The poet most likely uses imagery in these lines to —
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	help the reader imagine the events in the poem
answer_b	show the reader how difficult it is to concentrate in a storm
answer_c	to explain to the reader the way a captain guides a ship
answer_d	to emphasize how exciting being a captain of a ship can be
correct_answer	a
correct_answer_rationale	The imagery encourages the reader to visualize and sense the scene, establishing a greater connection to the event.

incorrect_answer_1	b
incorrect_answer_1_rationale	The imagery does not show the reader the difficulties. The words describe actions, but not difficulties in particular.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although the captain does take action that guides the ship, the imagery does not help to explain how the captain does so.
incorrect_answer_3	d
incorrect_answer_3_rationale	The tone is more of caution and danger and then relief than excitement.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes withing and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: explain figurative language such as simile, metaphor, and personification that the poet uses to create images.
Objective	Students will explain the use of repetition in a poem.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	Reread the last two lines of the poem, "Aboard at a Ship's Helm." <i>But O the ship, the immortal ship! O ship aboard the ship! Ship of the body, ship of the soul, voyaging, voyaging, voyaging.</i> What is the most likely reason the poet uses repetition in these lines?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	To emphasize the steersman's enthusiasm for his journey
answer_b	To create rhythm to demonstrate the waves of the ocean
answer_c	To show that the steersman is frightened by the trip
answer_d	To describe that there is a smaller ship riding in a larger ship
correct_answer	a
correct_answer_rationale	The repetition in these lines shows the steersman keeps going, focusing on the journey.

incorrect_answer_1	b
incorrect_answer_1_rationale	Rhyme and meter help to create rhythm. The repetition in these lines is not to create rhythm to mimic the waves of the ocean.
incorrect_answer_2	c
incorrect_answer_2_rationale	The steersman is determined to keep going; these lines do not indicate a sense of being frightened.
incorrect_answer_3	d
incorrect_answer_3_rationale	The line about the ship being aboard is referring to the steersman.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.9.B 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: (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images.
Objective	Students will explain the use of a metaphor in the poem.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	Reread stanza 4. What words in stanza 4 suggests the ship is being steered in the right direction? [For as on the alert O steersman, you mind the loud admonition], [The bows turn, the frightened ship tacking speeds] [away under her gray sails,] [The beautiful and noble ship with all her precious wealth speeds away gayly and safe.]
prompt	Select the best answer.
Randomize_answer_choices	yes
answer_a	For as on the alert O steersman, you mind the loud admonition.
answer_b	The bows turn, the frightened ship tacking speeds
answer_c	away under her gray sails,
answer_d	The beautiful and noble ship with all her precious wealth speeds away gayly and safe.
correct_answer	d
correct_answer_rationale	This line shows that the ship has overcome the challenges and is now being steered on a safe course.
incorrect_answer_1	a

incorrect_answer_1_rationale	The lines indicate that the steersman is on alert, but there is no indication the ship is being steered in the right direction.
incorrect_answer_2	b
incorrect_answer_2_rationale	This line describes a “frightened ship”, but the ship’s path is not set right until the next line.
incorrect_answer_3	c
incorrect_answer_3_rationale	This line describes the ship sailing away under her gray sails, but does not allude that it is on the correct path.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.10.E 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.
Objective	Students will identify the point of view of the poem's narrator.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value		
stimulus	Refer to the poem, "Aboard at a Ship's Helm."		
question_stem	The poem is told from a	A first person B second person C third person	point of view.
prompt	<i>Select the best answer.</i>		
randomize_answer_choices	Yes		
answer_a	first person		
answer_b	second person		
answer_c	third person		
correct_answer	b		
correct_answer_rationale	The poem uses the pronoun "you" throughout, indicating second person point of view.		
incorrect_answer_1	a		
incorrect_answer_1_rationale	The poem does not use first person pronouns. The poem uses the pronoun "you" throughout, indicating second person point of view.		
incorrect_answer_2	c		
incorrect_answer_2_rationale	The poem does not use third person pronouns. The poem uses the pronoun "you" throughout, indicating second person point of view.		
scoring	Exact match; 1 point		

Item #	17
Discipline	ELA
Grade Level	4
Assessment Type	End of Unit
Unit/Domain Title	Poetry
TEKS	TEKS 4.10.E Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) Describe how the author's use of imagery, literal, and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Objective	Students will describe the use of personification in a poem
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Aboard at a Ship's Helm

QUESTION

Element	Value
stimulus	Refer to the poem, "Aboard at a Ship's Helm."
question_stem	What type of figurative language does the poet use in line 8 of stanza 4 when describing the ship as frightened?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Alliteration
answer_b	Personification
answer_c	Simile
answer_d	Metaphor
correct_answer	b
correct_answer_rationale	The poet personifies the ship when it is described as frightened. A ship itself cannot be frightened
incorrect_answer_1	a
incorrect_answer_1_rationale	Alliteration is the occurrence of the same letter or sound at the beginning of the adjacent or closely connected words, which is not the case in these lines.

incorrect_answer_2	C
incorrect_answer_2_rationale	These lines do not have language that involves a comparison of one thing to another.
incorrect_answer_3	D
incorrect_answer_3_rationale	These lines do not have words or phrases that are applied to an object or action that is completely abstract or symbolic.
scoring	Exact match; 1 point

© 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