

Grade	5
Unit/Domain	Personal Narratives
Copyright (Original or Public Domain)	Original
Sources	n/a
Flesch Kincaid	4.7
Word Count	611
Title	Jenny Remembers
Author	OER K-5 RLA

Jenny Remembers

(1) Long ago, when I was a child, my friend Myra and I spent almost every day together. Sometimes we even pretended we were sisters. Each of us had three brothers, so having a sister was a shared dream.

(2) I was tall for my eight years, with long, dark hair. Myra was just the opposite—short with blonde curls framing her face. Myra enjoyed singing and dancing, while I preferred reading and drawing. Despite our differences, our personalities fit together like puzzle pieces. In fact, we always seemed to know what the other was thinking. Sometimes we even finished each other's sentences.

(3) One late fall day, my grandmother asked Myra and me to go and collect pecans for the holiday treats she was baking. We had already harvested most of the nuts that had fallen from trees around our house. The pecans went into cookies for a school party, and quite a few of them had gone straight into our mouths before they reached the cookie dough. We knew the trails in the nearby forest would be carpeted with fallen pecans, though, so we could find plenty there. Each of us grabbed a pail from the kitchen porch and set off on our mission.

(4) Soon, my bucket was heavy and nearly filled with large pecans. Myra had not collected quite as many, but that's because she was always picky about which ones to choose. "We only want the very best ones for your grandmother's treats," she'd say.

(5) A short while later, Myra paused and looked around. "Jenny, it sure seems dark, doesn't it? We haven't been out here that long, and the sun should still be high in the sky."

(6) That's when we heard a rumble of thunder in the distance. Dark clouds swirled about, blocking the sun's light. "Oh, no," I said, looking around and then back at Myra. "We're farther from home than I realized. I don't think we can make it back before the storm hits."

(7) "I don't think we can either," said Myra, "and we don't want to get soaked. Let's find someplace to wait it out." We darted towards some bushes where the trail narrowed. We ducked our heads under bushes and around trees looking for a place to take cover from the coming rain and wind. We tried one out, but we could see the sky clearly when we sat down, so we kept searching. Finally, we found a tight tangle of bushes with just enough room inside to hold us both. It wouldn't be watertight, but we'd be protected from the worst of the storm.

(8) The thunder and flashes of lightning got closer. The rain pelted down, and the wind whipped through the bushes. The temperature dropped quickly. We put one jacket over our heads to divert the rain. We wrapped the other around us both, huddling together both for warmth and to help calm our nerves. The storm moved quickly. One minute it was coming and the next it was on us. Then, as quickly as it began, the storm rolled on. The rain slowed and the time between the flashes and the thunder lengthened. We crawled out and picked our way back to the trail. Then we trod slowly towards home, tightly holding our pails of pecans. My grandmother greeted us first with hugs, relieved we were home, and then with a scolding for making her worry.

(9) "You girls look a mess," my grandmother muttered, handing each of us a towel. "But, oh, my goodness! Just look at those pails of pecans! Maybe the worry you put me through was worth it after all."

Item #	1
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.7.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	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story "Jenny Remembers."
question_stem	Which sentence from paragraph 2 supports the idea that Jenny and Myra enjoy the perks of helping their grandmother prepare holiday treats?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	<i>One late fall day, my grandmother asked Myra and me to go and collect pecans for the holiday treats she was baking.</i>
answer_b	<i>We had already harvested most of the nuts that had fallen from trees around our house.</i>

answer_c	<i>The pecans went into cookies for a school party, and quite a few of them had gone straight into our mouths before they reached the cookie dough.</i>
answer_d	<i>Each of us grabbed a pail from the kitchen porch and set off on our mission.</i>
correct_answer	c
correct_answer_rationale	The phrase “gone straight into our mouths” suggests that the girls love eating the pecans as they help make treats.
incorrect_answer_1	a
incorrect_answer_rationale_1	This sentence describes one task in helping the grandmother, not that the girls enjoy the perks of helping.
incorrect_answer_2	b
incorrect_answer_rationale_2	This sentence describes what had already been done in helping the grandmother, not that the girls enjoy the perks of helping.
incorrect_answer_3	d
incorrect_answer_rationale_3	This sentence describes what the girls are about to help, not that the girls enjoy the perks of helping.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.8.B 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) analyze the relationships of and conflicts among the characters.
Objective	Students will analyze the relationship of the characters.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	The girls' words and actions in paragraph 7 of the story suggest that Jenny and Myra —
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	work together as a team
answer_b	have different ideas about the best way to stay safe
answer_c	are excited about the adventure
answer_d	are frightened by the rain and wind
correct_answer	a
correct_answer_rationale	The girls try the bushes and when they don't work, they keep talking and looking for a better option until they find it.
incorrect_answer_1	b
incorrect_answer_rationale1	There is no text evidence that the girls have conflicting ideas.
incorrect_answer_2	c
incorrect_answer_rationale_2	Although there is a tone of excitement in the paragraph, the words and actions of the girls suggest concern about the weather, not excitement.

incorrect_answer_3	d
incorrect_answer_rationale_3	Although the girls don't want to get soaked, their words and actions do not suggest they are frightened.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.11.D.x 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: (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.
Objective	Students will edit punctuation marks that signal dialogue.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story "Jenny Remembers."
question_stem	A student wrote this sentence after reading the story "Jenny Remembers." When Myra realizes a storm is coming, she says "Jenny, it sure seems dark, doesn't it?" What change is needed in this sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Change realizes to realizing
answer_b	Delete the comma after coming
answer_c	Add a comma after says
answer_d	Change doesn't to don't
correct_answer	c
correct_answer_rationale	A comma should precede this quotation because it is set off syntactically.

incorrect_answer_1	a
incorrect_answer_rationale_1	The tense of the verb is correct.
incorrect_answer_2	b
incorrect_answer_rationale_2	The comma is needed after the word <i>coming</i> to separate the introductory clause from the independent clause.
incorrect_answer_3	d
incorrect_answer_rationale_3	<i>Doesn't</i> and <i>don't</i> are contractions. It would be incorrect to say, "Do not it seem dark?" or "It do not seem dark." Sometimes it is easier to recognize what contraction to use by saying the word separately.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.11.D.x 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: (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.
Objective	Students will edit punctuation for dialogue.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	A student wrote this sentence after reading story, "Jenny Remembers." The girl's grandmother says, "Just look at those pails of pecans"! What change is needed in this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Change <i>girl's</i> to girls
answer_b	Change <i>says</i> to saying
answer_c	Delete the comma after <i>says</i>
answer_d	Change <i>pecans"! to pecans!"</i>
correct_answer	d
correct_answer_rationale	The grandmother, not the person writing about the grandmother, expresses excitement, so the exclamation point

	should be placed inside the quotation marks.
incorrect_answer_1	a
incorrect_answer_rationale_1	The apostrophe establishes possession: the grandmother of Jenny.
incorrect_answer_2	b
incorrect_answer_rationale_2	The tense of the verb is correct in the present tense.
incorrect_answer_3	c
incorrect_answer_rationale_3	A comma is needed to set off the dialogue because the quoted sentence is set apart syntactically.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	In paragraph 3, the word <u>harvested</u> means —
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	collected
answer_b	scattered
answer_c	observed
answer_d	dropped
correct_answer	a
correct_answer_rationale	The word <i>harvested</i> is the past tense of <i>harvest</i> used in this sentence to mean <i>gather up</i> .
incorrect_answer_1	b
incorrect_answer_rationale_1	This word means to throw in several directions, not collect or gather up.
incorrect_answer_2	c
incorrect_answer_rationale_2	This word means to see, not collect or gather up.

incorrect_answer_3	d
incorrect_answer_rationale_3	This word means to let go, not collect or gather up.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story "Jenny Remembers."
question_stem	In paragraph 8, the word <u>divert</u> means—
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	redirect
answer_b	entertain
answer_c	distract
answer_d	delight
correct_answer	a
correct_answer_rationale	The girls put a jacket over their heads to cause the water to go in a different direction.
incorrect_answer_1	b
incorrect_answer_rationale_1	Although this is one meaning for divert, it does not make sense in the context of the sentence.
incorrect_answer_2	c
incorrect_answer_rationale_2	Although this is one meaning for divert, it does not make

	sense in the context of the sentence.
incorrect_answer_3	d
incorrect_answer_rationale_3	Although this is one meaning for divert, it does not make sense in the context of the sentence.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	In paragraph 3, what does the word <u>carpeted</u> mean?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	covered with a thick layer
answer_b	scattered loosely here and there
answer_c	colored the same way
answer_d	stuck to the ground
correct_answer	a
correct_answer_rationale	The author uses the phrase to support the idea that there would be plenty of pecans to find. Carpeted means covered with a thick layer or expanse.
incorrect_answer_1	b
incorrect_answer_rationale_1	This is the definition of dispersed.
incorrect_answer_2	c
incorrect_answer_rationale_2	Although a path that is carpeted may look to be all one color, that is not the definition of the term.

incorrect_answer_3	d
incorrect_answer_rationale_3	The pecans have fallen, but carpeted does not suggest that they are stuck to the ground.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.D Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify, use, and explain the meaning of adages and puns.
Objective	Students will explain figurative language.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	What does "fit together like puzzle pieces" mean in paragraph 2?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	deeply connected
answer_b	looked the same as one another
answer_c	do not get along
answer_d	are sisters
correct_answer	a
correct_answer_rationale	The author uses this phrase to emphasize how well Jenny and Myra's personalities complement each other.
incorrect_answer_1	b
incorrect_answer_rationale_1	The paragraph says that Jenny and Myra had different looks and personalities.
incorrect_answer_2	c
incorrect_answer_rationale_2	The paragraph states they knew what the other was thinking and finished each other's sentences, which shows they got along.

incorrect_answer_3	d
incorrect_answer_rationale_3	Although the girls pretended to be sisters, they were not really sisters.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.6.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 about a character.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	Based on the details in paragraph 4, what can you infer about Myra?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	She values quality over quantity.
answer_b	She doesn't think most pecans are edible.
answer_c	She appreciates the abundance of nature.
answer_d	She enjoys the tasks involved in the preparation of cookies.
correct_answer	a
correct_answer_rationale	The phrase "always picky about which ones to choose" suggests that she thinks the highest quality pecans are the most valuable.
incorrect_answer_1	b
incorrect_answer_rationale_1	There is no text evidence to suggest that Myra believes some pecans are not edible.
incorrect_answer_2	c
incorrect_answer_rationale_2	This might be suggested in paragraph 3, but it is not an inference that can be made from the details in paragraph 4.
incorrect_answer_3	d

incorrect_answer_rationale_3	This might be suggested in paragraph 3, but it is not an inference that can be made from the details in paragraph 4.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.6.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 about a character.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Jenny Remembers

QUESTION

Element	Value
stimulus	Refer to the story, "Jenny Remembers."
question_stem	Based on the details in paragraph 9, what can the reader infer about how the grandmother felt while Jenny and Myra were caught in the storm?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	anxious
answer_b	unhappy
answer_c	excited
answer_d	indifferent
correct_answer	a
correct_answer_rationale	The text says, "the worry you put me through," suggesting that the grandmother felt anxious when the girls got caught in the storm.
incorrect_answer_1	b
incorrect_answer_rationale_1	There is no text evidence to suggest that the grandmother is or was unhappy.
incorrect_answer_2	c

incorrect_answer_rationale_2	The grandmother is excited about the pecans the girls got but not that they got caught in the rain.
incorrect_answer_3	d
incorrect_answer_rationale_3	The grandmother fusses over the girls and expresses strong emotions. She is the opposite of indifferent.
scoring	Exact match; 1 point

Grade	5
Unit/Domain	Personal Narratives
Copyright (Original or Public Domain)	Original
Sources	n/a
Flesch Kincaid	6.0
Word Count	577
Title	My Father, the Forgetful Professor
Author	OER K-5 RLA

My Father, the Forgetful Professor

(1) “Where are my keys?” This was a question my family and I heard time and again when I was growing up. My father, a university professor, could not remember where he put things. He couldn’t be bothered to recall some people’s names nor some dates that others thought important. If, however, you asked him a question about science, he would have a detailed and articulate response at the ready.

(2) When my dad was a child, he read science books for fun. Learning about physics or chemistry was exciting to him. He couldn’t understand why my brothers and I preferred playing pretend outdoors to reading science books. Our entertainment choices genuinely puzzled him.

(3) My brothers and I were all fiercely protective of our dad. He was brilliant, even if he couldn’t remember my teachers’ or friends’ names and always fell back on “young man,” “madam,” and “sir.” The formality of it all was actually, in hindsight, a pretty good cover.

(4) One summer afternoon when I was about 10 years old, mom shouted up the stairs, “Bill, you and your brothers need to get showered and dressed. We’re going to the outdoor theater this evening.” Every year, the family went to see the play, performed by local actors. Bold stage settings and bright costumes helped bring the stories to life. Occasionally, one or two of our friends or their parents would have roles in the production. My brothers and I all wanted to be in the play one day.

(5) There was a festive feeling surrounding the play. Audience members brought picnic baskets and sat on the sloping lawn in front of the stage. On this evening, excited chatter from the crowd quieted as the lights went up on the stage and the music began to play. This year, the play was Shakespeare’s *Midsummer Night’s Dream*. In its imaginary world, fairies get mixed up with the royalty of Athens, Greece. Seeing the story brought to life was enjoyable.

(6) When the play ended, we mingled with friends in the audience talking about the best parts of the play. Then I noticed one of the lead actresses, dressed like Greek royalty with a white dress and gold sandals. She headed straight for us. As she approached, I could see the puzzled look in my dad's eyes.

(7) "We all enjoyed your performance so much, Madam," he said warmly. Gesturing towards us, he said. "I'm Henry Anderson." Saving him, I said, "Yeah, Mrs. Stokes. You were awesome! Is this the play that we're going to do in class next year?"

(8) Mrs. Stokes smiled sweetly at me and my dad and replied, "Yes, we are planning on having auditions starting in the fall and I expect you and your brothers to try out for some of your favorite parts."

(9) "That might be cool," I replied, suddenly a little ambivalent at the thought of performing in front of an audience. I was not sure whether I felt excited or nervous about acting in a play. Then I thought of my forgetful dad and what an admirable job he did even when he couldn't remember someone's name. It was his quick thinking and having the ability to improvise when at a loss for words that impressed me most. His knowledge of science wouldn't help at all in preparation for tryouts, but his ability to think on his feet would definitely come in handy when I forget my lines.

Item #	11
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.8.B 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) analyze the relationships of and conflicts among the characters.
Objective	Students will analyze the relationship of characters.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	The details in paragraph 3 of the story suggest that the children of the professor—
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	were forgiving of their father's forgetfulness
answer_b	were angered by their father's forgetfulness
answer_c	were puzzled by their father's forgetfulness
answer_d	were indifferent to their father's forgetfulness
correct_answer	a
correct_answer_rationale	The text says that the children were "fiercely protective", and that the narrator reflected that the father's actions made for "pretty good cover." Both of these clues suggest that the children accepted and forgave the father for his forgetfulness.
incorrect_answer_1	b
incorrect_answer_rationale_1	The text evidence does not suggest anger. It may suggest embarrassment but not anger.
incorrect_answer_2	c
incorrect_answer_rationale_2	In the previous paragraph, the father is described as puzzled, but the text evidence in paragraph 3 does not suggest that the

	children are puzzled.
incorrect_answer_3	d
incorrect_answer_rationale_3	The children's "fierce protection" suggests that they recognize the father's forgetfulness. They are not indifferent.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	In paragraph 1 of the story, "My Father, the Forgetful Professor," the word <u>articulate</u> means—
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	clear and complete
answer_b	disjointed
answer_c	long and rambling
answer_d	ambiguous
correct_answer	a
correct_answer_rationale	Articulate means fluent and coherent.
incorrect_answer_1	b
incorrect_answer_rationale_1	Disjointed means separated, not fluent or coherent.
incorrect_answer_2	c
incorrect_answer_rationale_2	Long and rambling implies that the response would be

	difficult to follow, not fluent and coherent.
incorrect_answer_3	d
incorrect_answer_3_rationale	Ambiguous means unclear, the opposite of articulate.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.6.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	Multipart

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the passage, "My Father, the Forgetful Professor."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B. Part A Why is the narrator's experience attending the live theater important to the plot?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	It makes him want to go back home.
answer_b	It inspires him to try acting himself.
answer_c	It makes him think about ways productions can be improved.
answer_d	It confuses and frustrates him.
correct_answer	b
correct_answer_rationale	The narrator says he and his brothers want to be in the play one day.
incorrect_answer_1	a

incorrect_answer_rationale_1	No text evidence suggests he wants to go home.
incorrect_answer_2	c
incorrect_answer_rationale_2	No text evidence suggests he has ideas about ways to make the play better.
incorrect_answer_3	d
incorrect_answer_rationale_3	The narrator seems excited and happy, not confused and frustrated.
scoring	Exact match; 1 point
question_stem	Part B Which sentence(s) from the article best supports the answer to Part A?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	My brothers and I all wanted to be in the play one day. (paragraph 4)
answer_b	There was a festive feeling surrounding the play. (paragraph 5)
answer_c	Mrs. Stokes smiled sweetly at me and my dad and replied, “Yes, we are planning on having auditions starting in the fall and I expect you and your brothers to try out for some of your favorite parts.” (paragraph 8)
answer_d	Seeing the story brought to life was enjoyable. (paragraph 5)
correct_answer	a
correct_answer_rationale	This sentence suggests that live theater inspires the narrator.
incorrect_answer_1	a
incorrect_answer_rationale_1	This detail describes the atmosphere, but it does not support the idea that the play inspires the narrator.
incorrect_answer_2	c
incorrect_answer_rationale_2	This detail describes the teacher’s hopes for the narrator, but it does not support the idea that the play inspires the narrator.
incorrect_answer_3	d
incorrect_answer_rationale_3	This detail describes how the narrator feels, but it does not support the idea that the play inspires the narrator.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	In paragraph 2, the word <u>genuinely</u> means—
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	honestly
answer_b	superficially
answer_c	somewhat
answer_d	suspicious
correct_answer	a
correct_answer_rationale	The father is really puzzled.
incorrect_answer_1	b
incorrect_answer_rationale_1	The father is really puzzled, not just a little puzzled.
incorrect_answer_2	c
incorrect_answer_rationale_2	The father is really puzzled, not just a little puzzled.
incorrect_answer_3	d
incorrect_answer_rationale_3	The father is not questioning; instead, is really puzzled.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	In paragraph 9, the word <u>admirable</u> means—
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	impressive
answer_b	superior
answer_c	adequate
answer_d	important
correct_answer	a
correct_answer_rationale	The father tries and does his best, so it is worthy or commendable.
incorrect_answer_1	b
incorrect_answer_rationale_1	Although the narrator thinks her father's efforts are noteworthy, superior is too strong a descriptor.

incorrect_answer_2	c
incorrect_answer_rationale_2	The narrator thinks her father's efforts are more than okay, she thinks they are something to look up to.
incorrect_answer_3	d
incorrect_answer_rationale_3	The word admirable and the word important are similar, but they do not mean the same thing in this sentence. The narrator thinks her father's efforts are something to look up to.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.10.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 achieves specific purposes.
Objective	Students will describe how figurative language achieves specific purposes.
DOK Level	2
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	What is the most likely reason the author uses the metaphor "a pretty good cover" to describe her father's formality?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	to disguise his faulty memory
answer_b	to emphasize his forgetfulness
answer_c	to makes light of his faulty memory
answer_d	to ignore his forgetfulness
correct_answer	a
correct_answer_rationale	The author uses the metaphor to say that the formality hides the fact that he cannot remember people's names well.
incorrect_answer_1	b

incorrect_answer_rationale_1	The formality hides, not stresses, the fact that he cannot remember people's names well.
incorrect_answer_2	c
incorrect_answer_rationale_2	The formality hides, not treats it as unimportant, the fact that he cannot remember people's names well.
incorrect_answer_3	D
incorrect_answer_rationale_3	The formality hides, not overlooks, the fact that he cannot remember people's names well.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.6.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 about characters actions.
DOK Level	2
Question Type	Short Constructed Response

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the passage, "My Father, the Forgetful Professor."
question_stem	Read the question carefully. Based on the events that take place at the end of the story, what will the narrator most likely do next? Support your answer with evidence from the selection.
prompt	<i>Write your response in the box provided.</i>
scoring rubric	See below

	Points		Content Development
	2		<ul style="list-style-type: none"> A complete response infers that the narrator will try out for the play despite his ambivalence and that his father's skills would be helpful to his preparation. A complete response will include at least one piece of supporting evidence from the text. A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text: <ul style="list-style-type: none"> <i>I felt excited</i> (paragraph 9) <i>His knowledge of science wouldn't help at all in preparation for tryouts, but his ability to think on his feet would definitely come in handy when I forget my lines.</i> (paragraph 16) Evidence is accurately used to support the response. The response and the evidence to support it are based on the text.
	1		<ul style="list-style-type: none"> A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided. A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer to the prompt.
	0		<ul style="list-style-type: none"> The response is incorrect. The response is not based on the text. No response is provided.
scoring	Partial credit; 2 point (rubric)		

Item #	18
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.7.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 supporting text evidence.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	<p>Reread paragraphs 6-8.</p> <p>When the play ended, we [mingled with friends in the audience] talking about the best parts of the play. Then I noticed one of [the lead actresses, dressed like Greek royalty] with a white dress and gold sandals. [She headed straight for us.] As she approached, I could see the puzzled look in my dad's eyes.</p> <p>["We all enjoyed your performance so much, Madam," he said warmly.] Gesturing towards us, he said. "I'm Henry Anderson." Saving him, I said, ["Yeah, Mrs. Stokes. You were awesome!"] Is this the play that we're going to do in class next year?"</p> <p>Mrs. Stokes [smiled sweetly at me and my dad] and replied, "Yes, we are planning on having auditions starting in the fall and</p> <p>I expect you and your brothers to try out for some of your favorite parts."</p> <p>Which details best support the idea that Mrs. Stokes is a kind teacher?</p>

prompt	Select the best answer.
correct answer (key)	[smiled sweetly at me and my dad]
correct_answer rationale	This detail emphasizes that the teacher is gentle and encouraging, suggesting that she is a kind teacher.
incorrect answer_rationale	These details do not suggest that the teacher is nice and generous.
scoring	Partial match; 1 point (.5 each)

Item #	19
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.6.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 about characters.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	Based on the details in paragraph 4, what can the reader infer about the narrator's family?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	They are a close-knit family who enjoy doing things together.
answer_b	The family is always going in different directions.
answer_c	The family is hoping to make new friends.
answer_d	The parents work hard to make sure the family does at least a few things together.
correct_answer	a
correct_answer_rationale	The details of the paragraph imply that the family is used to getting ready to go do something together, suggesting they are close-knit. The fact that the narrator and her brothers all want the same thing suggests that they enjoy each other.
incorrect_answer_1	b
incorrect_answer_rationale_1	There is no text evidence suggesting that family members each do different things regularly.
incorrect_answer_2	c

incorrect_answer_rationale_2	The text evidence suggests that the family has friends, not that they are trying to make new ones.
incorrect_answer_3	d
incorrect_answer_rationale_3	The tone of the paragraph does not imply that the parents have to work to get family members to do things together.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Personal Narratives
Standard	TEKS 5.6.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.
Objective	Students will evaluate details to determine a key idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	My Father, the Forgetful Professor

QUESTION

Element	Value
stimulus	Refer to the story, "My Father, the Forgetful Professor."
question_stem	Which details from paragraphs 5-9 demonstrate that the narrator looks up to his teacher?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	The narrator sees the teacher approaching his father.
answer_b	The narrator saves his father from his forgetfulness.
answer_c	The narrator compliments the teacher on her performance.
answer_d	The narrator considers trying out for the play.
correct_answer	c
correct_answer_rationale	The compliment suggests that the narrator looks up to his teacher.
incorrect_answer_1	a
incorrect_answer_rationale_1	Seeing the teacher does not suggest admiration.
incorrect_answer_2	b

incorrect_answer_rationale_2	Saving his father from embarrassment suggests a kind, protective feeling towards his father, not admiration for the teacher.
incorrect_answer_3	d
incorrect_answer_rationale_3	Thinking about auditioning is related to the teacher but it is not because the narrator looks up to the teacher.
scoring	Exact match; 1 point

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