

Grade	5
Unit/Domain	Early American Civilizations: Myths, Pyramids, and Kings
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	https://www.ancient.eu/article/672/olmec-colossal-stone-heads/
Flesch-Kincaid	7.4
Word Count	416
Title	The Great Stone Heads of the Olmec
Author (if applicable)	Victoria Cabal

The Great Stone Heads of the Olmec

(1) The Americas have been home to many great civilizations over the centuries, but one of the earliest existed some three thousand years ago. The highly organized society lived in southern Mexico and built large settlements in the flat, wet land that hugged the Gulf Coast of Mexico.

(2) The people of this civilization are known today as the Olmec. This name comes from the Aztecs who lived thousands of years after the Olmec. We do not have a record of what the Olmec called themselves, but we do know that they built a large and great civilization. They left behind large stone heads and other artifacts. After years of careful study, historians have learned many things about these stone heads and the civilization that made them.

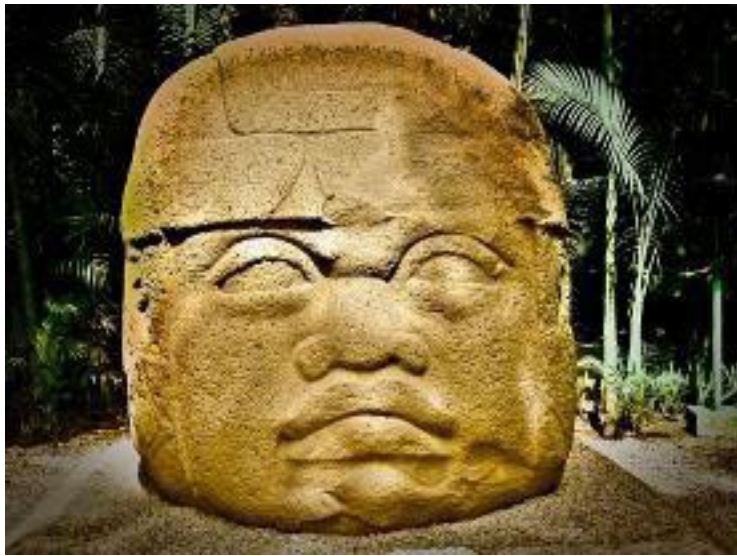
(3) Scholars have located 17 of these stone heads so far. They are carved from huge boulders of a volcanic stone called basalt. The statues stand about 10 feet tall and are approximately 15 feet around, so they are about as tall as the ceiling in the classroom. They weigh between 8 and 20 tons. They are colossal statues!

(4) The mountains from which the boulders came are about 60 miles away from where the stone heads were discovered. The Olmec did not have the use of the wheel, nor did they have metal tools or large animals like horses or oxen for pulling. Experts believe that the Olmec rolled the stones over land by placing them on logs. They transported the boulders by raft on the river.

(5) Once the boulders reached their destination, they were carved with great care into the large heads. Some of the smaller features, like the eyes, are believed to have been carved with wooden sticks and sand. The Olmec probably used the two materials together to drill into the stone. They also likely used small stone hammers.

(6) Using only these techniques, the Olmec were able to add fine details to these stone faces. The Olmec artists even created carefully carved lips and nostrils. The features on these stone heads are all different. This and the fact that the heads are depicted with carved helmets have convinced some scholars that these heads are portraits of actual people, most likely important rulers.

(7) Just think of it. When we look at one of these giant stone heads, we could be looking at a representation of a real person who once lived in a long-gone civilization, a kind of stone photograph from long ago!



<https://pixabay.com/photos/olmec-mexico-sale-tabasco-2330624/>

Item #	1
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.7.D Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Objective	Students will select the best summary of the selection.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Great Stone Heads of the Olmec

QUESTION

Element	Value
stimulus	Refer to the passage, "The Great Stone Heads of the Olmec."
question_stem	What is the best summary of the selection?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	The Olmec lived years ago along the Gulf Coast in Mexico. Scholars have studied great stone heads and other artifacts to learn about this ancient civilization. The Olmec moved the rock for the statues from mountains using logs and they carved the faces using sticks, sand, and small stone hammers.

answer_b	The Olmec was a great civilization that lived on the Gulf Coast. The civilization lasted for thousands of years. Scholars have found great stone heads from the civilization.
answer_c	The people of the Olmec civilization moved huge boulders from mountains 60 miles away. They did not have wheels or oxen to help them move the boulders. Instead, they carved beautiful faces using simple tools. These faces are known as the great stone heads of the Olmec.
answer_d	One of the great American civilizations was the Olmec. They lived before the Aztecs and were larger than the Aztecs. They made great stone heads which can still be seen today.
correct_answer	a
correct_answer_rationale	This summary includes the key details included in the passage.
incorrect_answer_1	b
incorrect_answer_rationale_1	This summary lacks key details included in the passage. The summary also states that the civilization lasted for “thousands of years,” but this information is not included in the passage.
incorrect_answer_2	c
incorrect_answer_rationale_2	This summary lacks key details included in the passage.
incorrect_answer_3	d
incorrect_answer_rationale_3	This summary lacks key details included in the passage.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.9.D.i Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence.
Objective	Students will determine the central idea of a text about early American civilizations.
DOK Level	2
Question Type	multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	The Great Stone Heads of the Olmec

QUESTION

Element	Value
stimulus	Refer to the passage, "The Great Stone Heads of the Olmec."
question_stem	Which of the following statements is a central idea of the passage?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	The Olmec left behind giant stone statues that give us clues about their civilization.
answer_b	The Olmec civilization existed thousands of years before the Aztecs in what is present-day Mexico.
answer_c	The people of the Olmec civilization lacked work animals and the wheel, so they had to transport the boulders themselves.
answer_d	The Olmec used tools of sticks and stones to carve fine details into the giant head statues.
correct_answer	a

correct_answer_rationale	The passage is about the stone heads that the Olmec civilization left behind. The key details in the text give information about the heads and what they tell us about the Olmec civilization.
incorrect_answer_1	b
incorrect_answer_rationale_1	This detail about the Olmec people supports a central idea, but it is not the central idea.
incorrect_answer_2	c
incorrect_answer_rationale_2	This detail about the Olmec people supports a central idea, but it is not the central idea.
incorrect_answer_3	d
incorrect_answer_rationale_3	This detail about the Olmec people supports a central idea, but it is not the central idea.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
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 determine the meaning of words and phrases as they are used in a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Great Stone Heads of the Olmec

QUESTION

Element	Value
stimulus	Refer to the passage, "The Great Stone Heads of the Olmec."
question_stem	Which words from the passage help the reader understand the meaning of the word <u>civilization</u> ?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	<i>highly organized society</i> (paragraph 1)
answer_b	<i>lived in southern Mexico</i> (paragraph 1)
answer_c	<i>left behind large stone heads</i> (paragraph 2)
answer_d	<i>years of careful study</i> (paragraph 2)
correct_answer	<i>highly organized society</i> (paragraph 1)

correct_answer_rationale	The correct answer is " <i>highly organized society</i> (paragraph 1)." This phrase defines the word.
incorrect_answer_1	<i>lived in southern Mexico</i> (paragraph 1)
incorrect_answer_rationale_1	This phrase identifies the civilization's location but does not help the reader know what the word "civilization" means.
incorrect_answer_2	<i>left behind large stone heads</i> (paragraph 2)
incorrect_answer_rationale_2	This phrase details the Olmec civilization but does not help the reader know what the word "civilization" means.
incorrect_answer_3	<i>years of careful study</i> (paragraph 2)
incorrect_answer_rationale_3	This phrase provides detail about the amount of time scholars studied the Olmec civilization but does not help the reader know what the word "civilization" means.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
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 determine the meaning of words and phrases as they are used in a text.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	The Great Stone Heads of the Olmec

QUESTION

Element	Value
stimulus	Refer to the passage, "The Great Stone Heads of the Olmec."
question_stem	Reread paragraph 3 from the passage, "The Great Stone Heads of the Olmec." Which words or phrases from paragraph 3 help the reader understand what <u>colossal</u> means?
prompt	Select the THREE correct answers.
randomize_answer_choices	Yes
answer_a	<i>17 of these stone heads</i>
answer_b	<i>carved from huge boulders</i>
answer_c	<i>stand about 10 feet tall</i>
answer_d	<i>volcanic stone called basalt</i>
answer_e	<i>as tall as the ceiling in the classroom</i>
correct_answer (key)	b, c, e
correct_answer_rationale	Each of these phrases emphasizes the large size of the heads, suggesting that <i>colossal</i> means <i>gigantic</i> .
incorrect_answer	a, d
incorrect_answer_rationale	These details do not support the understanding of the word <i>colossal</i> .
scoring	Exact match; 1 point (.33 each)

Grade	5
Unit/Domain	Early American Civilizations
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	
Lexile/Average Grade Level	Unavailable at this time.
Flesch-Kincaid	4.3
Word Count	804
Title	How Rabbit Got Its Long Ears
Author (if applicable)	Anonymous, adapted for OER K-5 RLA

How Rabbit Got Its Long Ears



<https://www.shutterstock.com/image-photo/baby-wild-rabbit-sitting-field-forest-1267342873>

This is an ancient Maya myth that explains why rabbits have long ears.

(1) Long ago, in the highlands of the Yucatan peninsula, lived a group of little rabbits that looked very different from the rabbits seen there today. The rabbits of ages past had tiny, tiny ears that made them look more like cats than like rabbits.

(2) All the animals in the region were happy with the way they looked. All, that is, except for one little rabbit. He did not like his little ears one bit. Every time he caught a glimpse of his reflection in a pond or puddle, he would complain to the other rabbits about them and dream of having distinguished ears. "I must be the most unimportant of all of the animals to have such awful ears!" the rabbit would say despairingly.

(3) One day, he hopped to the owl and complained, "I wish I could be big and strong. What's important about me? Everything about me is small, especially my ears!"

(4) The wise old owl was tired of the rabbit's complaints and silly musings. "Little rabbit, you are perfect just as you are! I do not understand how you can be so unhappy with your features. If you really can't accept yourself, you should go and see the wise man who lives on top of the mountain. Maybe he can help you."

(5) Without a second thought, the rabbit started hopping towards the wise mountain man. Up, up, up he hopped. Higher and higher he went until finally he reached the mountain man's home. He hopped up, knocked on the great wooden door, and waited. Nothing. He knocked again and waited.

(6) He heard footsteps approaching. Soon, the door creaked open, and rabbit was peering up at the wise mountain man. "I am so glad to meet you! I need your help urgently! Look at me. I'm small and there is nothing about me that stands out to others. I want to be big and strong and important!"

(7) The mountain man considered the rabbit and his request. "I can give you what you desire, but you must complete a task before I grant your request."

(8) The rabbit hopped up and down exclaiming, "Anything!"

(9) "You must bring me the fur and scales of a monkey, crocodile, and a snake by sundown tomorrow," said the mountain man.

(10) The rabbit bounded down the mountain as fast as his little legs could hop. He approached the glistening lake and found Monkey, Snake, and Crocodile sunbathing on its shore.

(11) "Good afternoon, my friends! I have wonderful news. The mountain main has promised to make me big and strong if I bring him your skins by tomorrow's sunset!"

(12) Monkey looked at Snake and Snake looked at Crocodile and Crocodile looked back with a bemused smile. Snake hissed, "It's quite hot today." Monkey agreed. Crocodile said, "All right. We will help you."

(13) The snake shed its skin. The monkey pulled tufts of hair, and the crocodile pulled off some scales. They stuffed them all into a small backpack for rabbit. Rabbit hoisted the pack and set

off back up the mountain. Up, up, up he climbed until he was finally at the mountain man's home again just before sunset.

(14) Rabbit knocked on the wooden door and waited. He heard footsteps shuffling towards the door. The man opened the door and rabbit hopped up and down, up and down. "I did it! I did it. I got the fur and scales like you requested."

(15) The mountain man examined the rabbit and the fur and scales. "You have shown great courage by completing your tasks. I will grant you your wish, though not exactly."

(16) Rabbit's face clouded with concern. He so wanted to be big and strong and important.

(17) "You, my little rabbit friend, do not need a big, strong body. You have respect of the other animals. If you didn't, they would not have gladly given you their fur and scales. Your animal friends like and respect you so much that they wanted to help you."

(18) Then the mountain man bent down and touched the rabbit's tiny ears with his gnarled cane. In an instant, the rabbit's tiny ears grew longer and began twitching from side to side. "These ears will enable you to hear even the faintest sounds. You will be alerted to dangers in time to escape and warn your friends as well."

(19) Rabbit beamed with pleasure. He learned that he was truly important! Not only because his new ears gave him such strength to hear, but also because he learned that having good friends is the best gift of all. He thanked the mountain man and bounded back to his animal friends. And from then on, all rabbits were born with long twitchy ears and a remarkable ability to hear.

Item #	5
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.8.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 multiple themes within a text using text evidence.
Objective	Students will infer theme using evidence from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How Rabbit Got Its Long Ears

QUESTION

Element	Value
stimulus	Refer to the Maya myth, "How Rabbit Got Its Long Ears."
question_stem	What is the main theme of "How Rabbit Got Its Long Ears?"
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Having the respect of others is a part of friendship.
answer_b	Having strong physical strength is essential in life.
answer_c	Learning to ask for favors is not an easy thing to do.
answer_d	Wanting what you don't have can make you happy.

correct_answer	a
correct_answer_rationale	The text says, "You, my little rabbit friend, do not need a big, strong body. You have the respect of the other animals. If you didn't, they would not have gladly given you their fur and scales. Your animal friends like and respect you so much that they wanted to help you."
incorrect_answer_1	b
incorrect_answer_rationale_1	This is a detail in the myth, but it is not a theme.
incorrect_answer_2	c
incorrect_answer_rationale_2	Although the rabbit asks favors, the myth does suggest ways to do so.
incorrect_answer_3	d
incorrect_answer_rationale_3	Although the rabbit wants what he does not have, the myth does not center on this as a theme.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early Civilizations Myths, Pyramids, and Kings
Standard	TEKS 5.3.A 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	How Rabbit Got Its Long Ears

QUESTION

Element	Value
stimulus	Refer to the story "How Rabbit Got Its Long Ears."
question_stem	In paragraph 10 of the story "How Rabbit Got Its Long Ears," the word <u>bounded</u> means —
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	leapt
answer_b	walked
answer_c	strutted
answer_d	skipped
correct_answer	a
correct_answer_rationale	When the rabbit bounded down, he ran with leaping strides.
incorrect_answer_1	b

incorrect_answer_rationale_1	When the rabbit bounded down, he went faster than a walk.
incorrect_answer_2	c
incorrect_answer_rationale_2	There is no indication that the rabbit paraded or pranced.
incorrect_answer_3	d
incorrect_answer_rationale_3	There is no indication that the rabbit moved by skipping.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
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 an appropriate response.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How Rabbit Got Its Long Ears

QUESTION

Element	Value
stimulus	Refer to the story, "How Rabbit Got Its Long Ears"
question_stem	Which sentence from the story shows that rabbit was excited to have completed his task?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	<i>The mountain main has promised to make me big and strong if I bring him your skins by tomorrow's sunset!</i> (paragraph 11)
answer_b	<i>Up, up, up he climbed until he was finally at the mountain man's home again just before sunset.</i> (paragraph 13)

answer_c	<i>The man opened the door and rabbit hopped up and down, up and down. (paragraph 14)</i>
answer_d	<i>Rabbit's face clouded with concern. (paragraph 16)</i>
correct_answer	c
correct_answer_rationale	The exuberance shown by hopping suggests excitement.
incorrect_answer_1	a
incorrect_answer_rationale_1	This detail explains what the rabbit's task is.
incorrect_answer_2	b
incorrect_answer_rationale_2	This detail explains what the rabbit did when he completed the task.
incorrect_answer_3	d
incorrect_answer_rationale_3	This detail suggests that the rabbit may not get what he wants, not that he was excited about completing his task.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.11.D.i Composition: (11) 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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
Objective	Students will edit drafts for correct subject-verb agreement in a sentence.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How Rabbit Got Its Long Ears

QUESTION

Element	Value
stimulus	Refer to the myth "How Rabbit Got Its Long Ears."
question_stem	A student wrote this sentence about the myth "How Rabbit Got Its Long Ears." Snake and Crocodile is looking at Rabbit, both hoping that he is happy with his new ears. What is the correct way to write this sentence?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	Snake and Crocodile were looking at Rabbit.
answer_b	Snake and Crocodile was looking at Rabbit.
answer_c	Snake and Crocodile are look at Rabbit.
answer_d	Snake and Crocodile is look at Rabbit.

correct_answer	a
correct_answer_rationale	The subject is plural, and the verb agrees with it.
incorrect_answer_1	b
incorrect_answer_rationale_1	The verb should be “were looking” because of the plural noun in the sentence.
incorrect_answer_2	c
incorrect_answer_rationale_2	The verb should be “are looking.” “Look” does not make sense.
incorrect_answer_3	d
incorrect_answer_rationale_3	The verb should be “are looking.” “... is look” does not make sense
scoring	Exact match; 1 point

Grade	5
Unit/Domain	Early American Civilizations: Myths, Pyramids, and Kings
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	n/a
Lexile/Average Grade Level	Unavailable at this time
Flesch-Kincaid	6.4
Word Count	622
Title	How the Firefly Got Its Light
Author (if applicable)	Anonymous, adapted for OER K-5 RLA

How the Firefly Got Its Light

This is an ancient Maya myth that explains how fireflies got their lights.

(1) Long ago in the Mayan lowlands of the Yucatán peninsula, a wise man lived in the jungle. The man was known and loved by all the people who lived there. He had the gift of curing people of every kind of illness. When a sick person came to visit him, the man would listen to the person describe the illness as he held a brilliant green stone in his hands between them. After the person spoke, the wise man would whisper over the stone and the person's illness would vanish. After the person left, the man would wrap the stone in cloth and return it to his pocket.

(2) One sunny morning, the wise man was walking through the jungle looking at the flowers and listening to the birds. As sometimes happens in the jungle, a thunderstorm developed quickly. The clouds burst with a torrential downpour. The man dashed for shelter to wait out the storm. After the storm passed, the man walked home.

(3) When he arrived, a mother and sick child were waiting for him. The man reached into his pocket and much to his dismay found only the cloth. He promised the mother that he would find the stone and call for her and her child as soon as he had it back in his possession.

(4) Then the man gathered several of his animal friends together—the deer, the hare, the vulture, and the firefly—and asked for their help. He explained what he thought must have happened and where he had been. He encouraged the animals to search every trail, cave, and corner of the jungle and return the stone to him so that he could continue to heal all those who needed his help.

(5) The animals dispersed in search of the stone. The vulture soared and peered down hoping to see the stone's bright green glint reflecting the sun. The firefly buzzed, the hare hopped, and the deer ran along the trail the man had described. The deer, being the fastest of the three, came upon the stone first.

(6) He looked this way and that and not seeing any of the other animals decided to swallow the stone instead of returning it. Immediately, the stone gave the deer a terrible bellyache. After getting sick to his stomach, the deer ran away in fear.

(7) The vulture didn't spot the stone, but he did spot a tasty meal which he decided to eat before continuing the search. The hare, worried about being outrun by the deer, picked up its pace and was too busy looking for the deer to look adequately for the stone.

(8) The firefly knew he couldn't keep up with the hare or the deer or the vulture, but he also knew that he could look carefully. He buzzed by each flower and tree and rock looking in each nook and cranny of the trail. He thought about where the special stone would be.

(9) In his imagination, the firefly could see where the stone was. He recognized the location and flew to the place. As he flew, he felt his body begin to glow, lighting his way. The stone was exactly where he pictured it in his imagination! The firefly retrieved the stone and took it back to the wise man.

(10) Recognizing the firefly's diligence and devotion, the man held the stone up between him and the firefly. He said to the firefly, "Thank you little firefly. Your perseverance has paid off. I can continue to help heal others, and in return you will always have a light to guide the way." And that is why even today we can see the firefly's light shining brightly in the night.

Item #	9
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.8.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 multiple themes within a text using text evidence.
Objective	Students will infer the theme in a myth.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the Maya myth, "How the Firefly Got Its Light."
question_stem	How do the details in The Maya myth, "How the Firefly Got Its Light" support the theme of the story?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	By highlighting that perseverance has rewards
answer_b	By suggesting that having speed and sight makes people powerful
answer_c	By suggesting that it is easy to get distracted
answer_d	By showing that stopping for a snack during a task is helpful
correct_answer	a
correct_answer_rationale	The firefly is rewarded for his perseverance and diligence in finding the stone. He was able to find his true purpose.

incorrect_answer_1	b
incorrect_answer_rationale_1	Although speed and sight are mentioned in the story, this is not a theme that is explored.
incorrect_answer_2	c
incorrect_answer_rationale2	Although the other animals become distracted by their own speed, a tasty snack, or trying to keep up, this is not the main theme of the story.
incorrect_answer_3	d
incorrect_answer_rationale_3	The vulture stops for a tasty snack while looking for the stone, but this is not the lesson learned in the story.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
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 an appropriate response.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the story, "How the Firefly Got Its Light".
question_stem	Which sentence from the story shows that distractions threaten success?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	<i>The animals dispersed in search of the stone. (paragraph 5)</i>
answer_b	<i>The deer, being the fastest of the three, came upon the stone first. (paragraph 5)</i>
answer_c	<i>The hare, worried about being outrun by the deer, picked up its pace and was too busy looking for the deer to look adequately for the stone. (paragraph 7)</i>
answer_d	<i>He buzzed by each flower and tree and rock looking in each nook and cranny of the trail. (paragraph 8)</i>

correct_answer	c
correct_answer_rationale	This sentence supports the idea that the distraction of looking for the deer hindered hare in achieving the goal.
incorrect_answer_1	a
incorrect_answer_rationale_1	This sentence identifies the start of the quest, not the distractions that threaten it.
incorrect_answer_2	b
incorrect_answer_rationale_2	This sentence identifies how the deer starts the quest.
incorrect_answer_3	d
incorrect_answer_rationale_3	This demonstrates the firefly's diligence, not distraction.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.11.D.ii 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: (ii) past tense of irregular verbs.
Objective	Students will identify and use irregular past tense verbs.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the myth, "How the Firefly Got Its Light." After reading the myth, a student wrote this sentence. Which verb completes the sentence correctly?
question_stem	When the firefly saw the location, he A flew B fly C did fly D flied right to the place.
prompt	Select <i>the correct answer</i> .
randomize_answer_choices	Yes
answer_a	flew
answer_b	fly
answer_c	did fly
answer_d	flied

correct_answer	a
correct_answer_rationale	This is the correct form of the irregular past tense of <i>fly</i> .
incorrect_answer_1	b
incorrect_answer_rationale_1	The action happened in the past, so the verb should be in the past tense.
incorrect_answer_2	c
incorrect_answer_rationale_2	The action happened in the past, so the verb should be in the past tense.
incorrect_answer_3	d
incorrect_answer_rationale_3	This is not the correct way to form the past tense of <i>fly</i> .
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.11.D.i Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:(D) edit drafts using standard English conventions, including:(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
Objective	Students will identify and correct run-on sentences.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the story, "How the Firefly Got Its Light."
question_stem	A student wrote this sentence after reading the story. The firefly flew to the place in his imagination he felt his body start to glow. What is the correct way to write this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	The firefly flew to the place in his imagination, and he felt his body start to glow.
answer_b	The firefly flew to the place, in his imagination, he felt his body start to glow.
answer_c	The firefly flew to the place in his imagination, so he felt his body start to glow.
answer_d	The firefly flew to the place in his imagination, but he felt his body start to glow.

correct_answer	a
correct_answer_rationale	Adding a comma and the coordinating conjunction <i>and</i> corrects the run-on sentence and maintains the meaning of the sentence.
incorrect_answer_1	b
incorrect_answer_rationale_1	Adding a comma without adding a coordinating conjunction creates a comma splice which is still grammatically incorrect.
incorrect_answer_2	c
incorrect_answer_rationale_2	Adding a comma and the coordinating conjunction <i>so</i> corrects the run-on sentence but changes the meaning of the sentence.
incorrect_answer_3	d
incorrect_answer_rationale3	Adding a comma and the coordinating conjunction <i>but</i> corrects the run-on sentence but changes the meaning of the sentence.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.11.D.i Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:(D) edit drafts using standard English conventions, including:(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
Objective	Students will rewrite run-on sentences as complete sentences.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the passage, "How the Firefly Got Its Light."
question_stem	A student wrote this sentence about the story "How the Firefly Got Its Light." Vulture was busy eating his tasty meal he forgot to keep looking for the stone. What is the correct way to write this sentence?
prompt	Select the best answer.
randomize_answer_choices	Yes

answer_a	Vulture was busy eating his tasty meal, he forgot to keep looking for the stone.
answer_b	Vulture was busy eating his tasty meal when he forgot to keep looking for the stone.
answer_c	Vulture was busy eating his tasty meal, but he forgot to keep looking for the stone.
answer_d	Vulture was busy eating his tasty meal, so he forgot to keep looking for the stone.
correct_answer	d
correct_answer_rationale	Adding a comma without a coordinating conjunction does not correct the run-on sentence. Instead, it creates a comma-splice.
incorrect_answer_1	a
incorrect_answer_rationale_1	Adding <i>when</i> corrects the run-on sentence but does not maintain the meaning of the sentence.
incorrect_answer_2	b
incorrect_answer_rationale_2	Adding a comma and the coordinating conjunction <i>but</i> corrects the run-on sentence but does not maintain the meaning of the sentence.
incorrect_answer_3	c
incorrect_answer_rationale_3	Adding a comma and the coordinating conjunction <i>so</i> corrects the run-on sentence and maintains the meaning of the sentence.
scoring	Exact match; 1 point

Grade	5
Unit/Domain	Early American Civilizations: Myths, Pyramids, and Kings
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	n/a
Lexile/Average Grade Level	Unavailable at this time
Flesch-Kincaid	5.6
Word Count	716
Title	How the Deer Came to Have Brown Hair
Author (if applicable)	Anonymous, adapted for OER K-5 RLA

How the Deer Came to Have Brown Hair

This is an ancient Maya myth that explains why deer have brown hair.

(1) The deer living on the Yucatán Peninsula long, long ago enjoyed plenty of sunshine and food. They loved the climate and mostly enjoyed all the admiration they received for their shimmering golden hair. Whenever the deer gathered together, their shiny coats illuminated the area. While this could be nice, it was also dangerous. The glittering hair always caught the light, making it difficult to camouflage themselves from hunters and predators. It was certainly difficult to stay hidden when the light was shining all around them.

(2) One day, a young buck started towards his favorite stream for his morning drink. The sunlight through the canopy of trees struck his coat, reflecting rays in every direction. The deer was distracted by thoughts of the fun he had playing games with his friends the day before and was caught off guard by two men near the stream. One of the men drew his bow and pointed it at the buck.

(3) In a flash, the deer's tail shot up, and he turned and ran. He bounded through the brush, over felled trees, and through the bushes. He knew he must get as far away as quickly as possible. As he turned sharply to the right, his front hoof caught on a stick, causing him to lurch forward and fall down. He fell into the leafy underbrush and rolled down into a dark cave.

(4) The deer got to his feet and could barely see anything in the dark, damp cave. He looked up and saw a tiny crevice of light way up. He had fallen such a long way down that he could not figure the way out. As he struggled to see the light peeking through a small sliver of underbrush, he saw one of the men passing by the crevice. He stayed completely still, grateful

that he had escaped them and that the beam of light coming from his coat was hidden and not drawing their attention to him.

(5) When the deer couldn't hear any more rustling above, he dared to take a step.

(6) "Ouch," he moaned as he tried to put weight on his left front hoof.

(7) At that moment, the cave lit up with a warm fire. The deer shook with terror, worried that the men had found him trapped in the cave. But the deer was in the cave of the good and wise cave dwellers. They loved and cared for all the forest's animals.

(8) They approached the deer and assured him that he was safe. They promised to help him and began applying healing salves on his injured hoof to ease the pain. Then, the cave dwellers provided him with food and water and made a spot for him to rest.

(9) After a few days, the deer had recovered and was ready to go home. At their last meal together, the deer thanked his new friends for saving his life and said that he hoped he could return their good deed one day.

(10) As the deer prepared to depart and return home the next day, the wise cave dwellers expressed that they would grant him one wish. The deer was thoughtful.

(11) "I live in the most beautiful place, and I have access to all that I need. I only wish that my shimmery coat was a little less noticeable. It may be beautiful, but it makes me easy to spot when I want to stay hidden!" said the deer.

(12) The cave dwellers huddled together to discuss the deer's wish after he lay down to sleep that night. In the morning, they walked the deer through the passages to reach the exit. The oldest and wisest of the cave dwellers said, "Lay down for a moment in this soft mud."

(13) The deer quickly did as he was instructed. The cave dwellers dug up the wet, brown mud around the deer and covered him, singing a song as they worked. By the time they had finished their song, the mud had dried on the deer in the warm sunlight, and the deer's coat blended perfectly with the colors of the forest.

(14) From that day until now, deer have been born with shades of brown hair that blend beautifully with the land they roam.

Item #	14
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early Ancient Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.8.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 multiple themes within a text using text evidence.
Objective	Students will determine the theme of an early American myth.
DOK Level	2
Question Type	Short Constructed Response

PASSAGE

Element	Value
passage_link	
passage_title	How the Deer Came to Have Brown Hair

QUESTION

Element	Value
stimulus	Refer to the myth, "How the Deer Came to Have Brown Hair."
question_stem	Read the question carefully. What theme is expressed in this story? Support your answer with evidence from the selection.
prompt	<i>Write your response in the box provided.</i>

scoring rubric	Points	Content Development
	2	<ul style="list-style-type: none"> • A complete response explains and supports a theme developed in the myth such as appearances can be deceiving. • 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>The glittering hair always caught the light, making it difficult to camouflage themselves from hunters and predators.</i> (para. 1) ○ <i>The deer was distracted by thoughts of the fun he had playing games with his friends the day before and was caught off guard by two men near the stream.</i> (para. 2) ○ <i>I only wish that my shimmery coat was a little less noticeable. It may be beautiful, but it makes me easy to spot when I want to stay hidden!</i> (para. 11) • 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 not 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.
See Rubric for scoring information.		

Item #	15
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.11.D.i Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
Objective	Students will edit a sentence to indicate appropriate subject-verb agreement.
DOK Level	1
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Deer Came to Have Brown Hair

QUESTION

Element	Value		
stimulus	Refer to the myth, "How the Deer Came to Have Brown Hair."		
question_stem	After the deer woke up, the cave dweller	A told B tell C is telling D will tell	him to lie down in the mud.
prompt	Select <i>the correct answer</i> .		
randomize_answer_choices	yes		
answer_a	told		
answer_b	tell		
answer_c	is telling		
answer_d	will tell		

correct_answer	a
correct_answer_rationale	This is the correct form of the past tense of <i>tell</i> .
incorrect_answer_1	b
incorrect_answer_rationale_1	The action happened in the past, so the verb should be in the past tense, not present tense.
incorrect_answer_2	c
incorrect_answer_rationale2	The action happened in the past, so the verb should be in the past tense, not present tense.
incorrect_answer_3	d
incorrect_answer_rationale_3	The action happened in the past, so the verb should be in the past tense, not future tense.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
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	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Deer Came to Have Brown Hair

QUESTION

Element	Value
stimulus	Refer to the myth, "How the Deer Came to Have Brown Hair."
question_stem	Which sentence from the story explains why the deer wanted to change his coat?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	<i>Whenever the deer gathered together, their shiny coats illuminated the area. (paragraph 1)</i>
answer_b	<i>The sunlight through the canopy of trees struck his coat, reflecting rays in every direction. (paragraph 2)</i>
answer_c	<i>But the deer was in the cave of the good and wise cave dwellers. (paragraph 7)</i>
answer_d	<i>It may be beautiful, but it makes me easy to spot when I want to stay hidden! (paragraph 11)</i>
correct_answer	d

correct_answer_rationale	This sentence articulates the danger the deer faces and why he would want to change his coat.
incorrect_answer_1	a
incorrect_answer_rationale_1	This sentence describes the coat but not why he would want to change it.
incorrect_answer_2	b
incorrect_answer_rationale_2	This sentence describes the coat when sunlight strikes it but not why he would want to change it.
incorrect_answer_3	c
incorrect_answer_rationale_3	This sentence describes an event but not why the deer would want to change his coat.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
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 an appropriate response.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	How the Deer Came to Have Brown Hair

QUESTION

Element	Value
stimulus	Refer to the myth, "How the Deer Came to Have Brown Hair."
question_stem	<p>Reread paragraphs 13 and 14 of the myth, "How the Deer Came to Have Brown Hair."</p> <p>[The deer quickly did as he was instructed.] [The cave dwellers dug up the wet, brown mud around the deer and covered him, singing a song as they worked.] [By the time they had finished their song, the mud had dried on the deer in the warm sunlight, and the deer's coat blended perfectly with the colors of the forest.]</p> <p>[From that day until now, deer have been born with shades of brown hair that blend beautifully with the land they roam.]</p> <p>Which sentence from the paragraph shows that the deer trusted the cave dwellers?</p>

prompt	Select the best answer.
correct_answer	The deer quickly did as he was instructed.
correct_answer_rationale	This sentence shows that because the deer trusted the cave dwellers, he followed their instructions immediately.
incorrect_answer_1	From that day until now, deer have been born with shades of brown hair that blend beautifully with the land they roam.
incorrect_answer_rationale_1	This sentence explains the reason that deer are born with brown hair. It does not provide evidence that the deer trusted the cave dwellers.
incorrect_answer_2	By the time they had finished their song, the mud had dried on the deer in the warm sunlight, and the deer's coat blended perfectly with the colors of the forest.
incorrect_answer_rationale_2	This sentence describes the mud drying in the sunlight, making the deer's coat the color of the forest.
incorrect_answer_3	The cave dwellers dug up the wet, brown mud around the deer and covered him, singing a song as they worked.
incorrect_answer_rationale_3	This sentence describes what the cave dwellers did to grant the deer his wish and change his hair to the color of the forest.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.11.D.ii 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: (ii) past tense of irregular verbs.
Objective	Students will identify and use irregular past tense verbs.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Deer Came To Have Brown Hair

QUESTION

Element	Value		
stimulus	Refer to the myth, "How the Deer Came to Have Brown Hair." After reading the myth, a student wrote this sentence. Which verb completes the sentence correctly?		
question_stem	When the deer	A awoke B awake C awaken D awaked	on his last day, the cave dwellers granted his wish.
prompt	Select <i>the correct answer</i> .		
randomize_answer_choices	Yes		
answer_a	awoke		
answer_b	awake		
answer_c	awaken		
answer_d	awaked		

correct_answer	a
correct_answer_rationale	This is the correct form of the irregular past tense of <i>awake</i> .
incorrect_answer_1	b
incorrect_answer_rationale_1	The action happened in the past, so the verb should be in the past tense.
incorrect_answer_2	c
incorrect_answer_rationale_2	The action happened in the past, so the verb should be in the past tense.
incorrect_answer_3	d
incorrect_answer_rationale_3	This is not the correct way to form the past tense of <i>awake</i> .
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.6.E 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:(E) make connections to personal experiences, ideas in other texts, and society.
Objective	Students will make connections between ideas in two myths.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How the Deer Came to Have Brown Hair
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the myths “How the Deer Came to Have Brown Hair” and “How the Firefly Got Its Light.”
question_stem	How are the stories “How the Deer Came to Have Brown Hair” and “How the Firefly Got Its Light” similar?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Both of them explain a physical characteristic.
answer_b	Both of them have talking animals.
answer_c	Both of them have animals that use their imaginations to solve their problem.
answer_d	Both of them have animals that are surprised by people.

correct_answer	a
correct_answer_rationale	Each provides a story that provides an explanation of a particular physical characteristic.
incorrect_answer_1	b
incorrect_answer_rationale_1	Only the animals in “How the Deer Came to Have Brown Hair” speak.
incorrect_answer_2	c
incorrect_answer_rationale_2	Only the animal in “How the Firefly Got Its Light” use their imagination to solve a problem.
incorrect_answer_3	d
incorrect_answer_rationale_3	Only the animals in “How the Deer Came to Have Brown Hair” are surprised or taken off guard.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Early American Civilizations: Myths, Pyramids, and Kings
Standard	TEKS 5.6.E 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:(E) make connections to personal experiences, ideas in other texts, and society.
Objective	Students will make connections between ideas in two myths.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	How Rabbit Got Its Long Ears
passage_title	How the Firefly Got Its Light

QUESTION

Element	Value
stimulus	Refer to the myths, “How Rabbit Got Its Long Ears” and “How the Firefly Got Its Light.”
question_stem	How are the rabbit in the story “How Rabbit Got Its Long Ears” and the firefly in the story “How the Firefly Got Its Light” similar?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Both find what they are good at.
answer_b	Both are bothered by others.
answer_c	Both have good animal friends.
answer_d	Both help a person in need.

correct_answer	a
correct_answer_rationale	In each story, the animals get help from people to find what they are good at: the firefly gets its light to light the way for others, and the rabbit gets its long ears to help his animal friends hear.
incorrect_answer_1	b
incorrect_answer_rationale_1	While both the rabbit and firefly have challenging tasks to accomplish, they never state that they are bothered by others.
incorrect_answer_2	c
incorrect_answer_rationale_2	The rabbit has good animal friends who respect him. It is not clear if the firefly is friends with the other animals.
incorrect_answer_3	d
incorrect_answer_rationale_3	The firefly helps the man, but the rabbit does not help the man.
scoring	Exact match; 1 point

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