

Grade	5
Unit/Domain	Poetry: Collage of Words: Collage of Words
Copyright	Public Domain <a href="https://www.public-domain-poetry.com/emilyelizabethdickinson/wlnds-visit-13723">https://www.public-domain-poetry.com/emilyelizabethdickinson/wlnds-visit-13723</a>
Lexile/Average Grade Level	n/a
Flesch Kincaid	n/a
Word Count	103
Title	The Wind's Visit
Author	Emily Dickinson

### The Wind's Visit

- 1      The wind tapped like a tired man,  
          And like a host, "Come in, "  
          I boldly answered; entered then  
          My residence within
- 5      A rapid, footless guest,  
          To offer whom a chair  
          Were as impossible as hand  
          A sofa to the air.
- 9      No bone had he to bind him  
          His speech was like the push  
          Of numerous humming-birds at once  
          From a superior bush.
- 13     His countenance a billow,  
          His fingers, if he pass,  
          Let go a music, as of tuns  
          Blown tremulous in glass.
- 17     He visted, still flitting;  
          Then, like a timid man,  
          Again he tapped -- 't was flurriedly  
          And I became alone.

<b>Item #</b>	1
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
<b>Objective</b>	Students will identify the poetic device alliteration in a poem.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	Reread the poem. Which line from the poem shows alliteration?
prompt	<i>Select the correct answer.</i>
randomize_answer_choices	Yes
answer_a	The wind tapped like a tired man (line 1)
answer_b	A rapid, footless guest (line 5)
answer_c	His speech was like the push (line 10)

answer_d	He visited, still flitting (line 17)
correct_answer	a
correct_answer_rationale	This line in the poem repeat consonant sounds: tapped/tired
incorrect_answer_1	b
incorrect_answer_1_rationale	This line does not have repeated consonant sounds.
incorrect_answer_2	c
incorrect_answer_2_rationale	This line does not have repeated consonant sounds.
incorrect_answer_3	d
incorrect_answer_3_rationale	This line does not have repeated consonant sounds.
scoring	Exact; 1 point

<b>Item #</b>	2
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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: (C) identify the meaning of and use words with affixes such as trans-, super-, and –ive, and –logy and roots such as geo and photo.
<b>Objective</b>	Students will identify the meaning of and use words with affixes.
<b>DOK Level</b>	1
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	The suffix in the word <u>footless</u> In line 5 of the poem help the reader understand that the word means -
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	without feet
answer_b	having many feet
answer_c	under your feet
answer_d	having feet that are flat
correct_answer	a
correct_answer_rationale	The suffix –less means “without” making this the correct answer choice.

incorrect_answer_1	b
incorrect_answer_1_rationale	Having many feet would indicate that there are indeed feet.
incorrect_answer_2	c
incorrect_answer_2_rationale	If something is under someone's feet, the prefix used would be under-, as in underfoot
incorrect_answer_3	d
incorrect_answer_3_rationale	Having flat feet would indicate that there are indeed feet.
scoring	Exact match; 1 point

<b>Item #</b>	3
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	The student will explain what purpose personification achieves in a poem.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	What is the most likely reason the poet uses personification in the first line of the poem?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	The personification creates an interesting sound.
answer_b	The personification gives the wind human traits.
answer_c	The personification shows exact word choice.

answer_d	The personification clarifies the poet's purpose.
correct_answer	b
correct_answer_rationale	Describing the action with the simile "tapped like a tired man" helps the reader visualize the wind's actions with that of a person.
incorrect_answer_1	a
incorrect_answer_rationale_1	Onomatopoeia is the literary device that creates an interesting sound.
incorrect_answer_2	c
incorrect_answer_2_rationale	Personification is a type of figurative language and is not used for selecting the precise word to use to create an explicit meaning.
incorrect_answer_3	d
incorrect_answer_3_rationale	The poet uses personification to achieve a particular purpose, it does not clarify the purpose.
scoring	Exact match; 1 point

<b>Item #</b>	4
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will explain how a simile affects a poem's meaning.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	What is the most likely reason the poet uses a simile in lines 9-12 of the poem?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	To suggest that the wind sounded like a crowd of hummingbirds.
answer_b	To suggest that the wind was giving a speech.
answer_c	To suggest that the wind wanted to hide in a large bush.



answer_d	To suggest that the wind was impossible to hear.
correct_answer	a
correct_answer_rationale	Comparing the wind's sound to that of the sound of "numerous hummingbirds" helps the reader imagine the wind making a distinct sound like a flock of hummingbirds.
incorrect_answer_1	b
incorrect_answer_1_rationale	The word <i>speech</i> in the poem alludes to the wind's sound not giving an actual speech.
incorrect_answer_2	c
incorrect_answer_2_rationale	The poet wants the reader to imagine the sound coming at once, like birds from a bush, not that the wind wanted to hide there
incorrect_answer_3	d
incorrect_answer_3_rationale	The poet wants the reader to imagine the sound of the wind, so it is not impossible to hear.
scoring	Exact match; 1 point

<b>Item #</b>	5
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will use textual evidence to discuss a poem.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	Read lines 1-4 of the poem.  The wind tapped like a tired man, And like a host, "Come in," I boldly answered; entered then My residence within  The figurative language in these lines suggests that -
prompt	<i>Select the correct answer.</i>
randomize_answer_choices	yes
answer_a	The host wants to keep the wind out of the house
answer_b	The wind is exhausted from blowing so long and wants to rest
answer_c	The wind is tapping at the window to frighten the host

answer_d	The host wants the wind to stop making any sound
correct_answer	b
correct_answer_rationale	The wind is described as red, which suggests it has been blowing for a long time and is now exhausted.
incorrect_answer_1	a
incorrect_answer_1_rationale	In the stanza, the host welcomes the wind to come into the house.
incorrect_answer_2	c
incorrect_answer_2_rationale	In this stanza, the wind is characterized as being tired, which would suggest a gentleness and not producing a sound that would be frightening.
incorrect_answer_3	d
incorrect_answer_3_rationale	In this stanza, the host boldly answers and lets the wind in, which shows the host enjoys the sound of the wind.
scoring	Exact match; 1 point

<b>Item #</b>	6
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will use text evidence to support a response.
<b>DOK Level</b>	2
<b>Question Type</b>	Multipart

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit.

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "The Wind's Visit."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B.  Part A  Which inference can the reader make about the speaker from reading the poem?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	The speaker is fascinated by nature.
answer_b	The speaker is annoyed by the unexpected visitor.
answer_c	The speaker is embarrassed by her home.
answer_d	The speaker is anxious about the visit.

correct_answer	a
correct_answer_rationale	The speaker is fascinated by nature.
incorrect_answer_1	b
incorrect_answer_1_rationale	The speaker invites the visitor – the wind – into her home, which doesn't suggest annoyance.
incorrect_answer_2	c
incorrect_answer_2_rationale	The speaker's focus is on describing the wind during the visit, and there is no suggestion that she is embarrassed by her home.
incorrect_answer_3	d
incorrect_answer_3_rationale	The speaker's focus is on describing the wind during the visit, and there is not evidence to suggest that she is feeling anxious about the visit.
scoring	Exact match; 1 point
queson_stem	Part B  Which line(s) from the poem best supports the answer to Part A?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	And like a host, "Come in," I boldly answered; entered then [lines 2-3]
answer_b	No bone had he to bind him, His speech was like the push [lines 9-10]
answer_c	His fingers, if he pass, Let go a music, as of tunes [lines 14-15]
answer_d	Again he tapped -- 't was flurriedly – And I became alone. [lines 19-20]
correct_answer	a
correct_answer_rationale	These lines suggest that the wind was a welcomed guest in the home.
incorrect_answer_1	b
incorrect_answer_1_rationale	These lines describe the wind and not the speaker's feelings about the wind
incorrect_answer_2	c

incorrect_answer_2_rationale	These lines describe the wind and not the speaker's feelings about the wind.
incorrect_answer_3	d
incorrect_answer_3_rationale	These lines describe the wind and not the speaker's feelings about the wind.
scoring	Exact match; 1 point

<b>Item #</b>	7
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
<b>Objective</b>	Students will explain figurative language used in a poem.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit.

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	Which line from the poem uses figurative language to describe the way the wind moves?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	no
answer_a	"And I became alone"
answer_b	"A rapid, footless guest"
answer_c	"Let go a music, as of tunes"
answer_d	"And like a host, "Come in,"
correct_answer	b

correct_answer_rationale	This description isn't literally true, but suggests that the wind can move quickly and freely, which helps the reader visualize the wind's action.
incorrect_answer_1	a
incorrect_answer_1_rationale	This line describes the speaker's feelings when the wind leaves.
incorrect_answer_2	c
incorrect_answer_2_rationale	This line describes the sound that wind makes, not the way it moves.
incorrect_answer_3	d
incorrect_answer_rationale	This line describes the speaker granting the wind access inside the home.
scoring	Exact match; 1 point



<b>Item #</b>	8
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
<b>Objective</b>	Students will identify figurative language used in a poem.
<b>DOK Level</b>	2
<b>Question Type</b>	Hot Text

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	Read the last 4 lines of "The Wind's Visit." Which parts of the poem include personification?  [He visited, still flitting;] [Then, like a timid man,] [Again he tapped -- 't was flurriedly --] [And I became alone.]
prompt	Select the <b>THREE</b> correct answers.
randomize_answer_choices	no
correct_answer_all	[He visited, still flitting;]

	<p>[Then, like a timid man,]</p> <p>[Again he tapped -- 't was flurriedly –]</p>
correct_answer_rationale_all	<p>Personification is the attribution of human qualities to something nonhuman. The poet uses personification to compare the winds actions to a person.</p>
incorrect_answer	<p>[And I became alone.]</p>
incorrect_answer_rationale	<p>This line is about the speaker being alone after the wind leaves and does not give human qualities to the wind.</p>
scoring	<p>Partial match per response; 1 point (.33 each)</p>

<b>Item #</b>	9
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
<b>Objective</b>	Students will explain the use of figurative language in the poem.
<b>DOK Level</b>	3
<b>Question Type</b>	Short Constructed Response

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>	
stimulus	Refer to the poem "The Wind's Visit."	
question_stem	Read the question carefully.  What is the most likely reason the poet uses personification to describe the wind?  Support your answer with evidence from the selection.	
prompt	<i>Write your response in the box provided</i>	
scoring rubric	<b>Points</b>	<b>Content Development</b>
	2	<ul style="list-style-type: none"> <li>A complete response explains that the poet uses personification to describe something ordinary, wind.</li> </ul>

		<ul style="list-style-type: none"> <li>• 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 poem: <ul style="list-style-type: none"> <li>○ <i>“tapped like a tired man,”</i> (line 1)</li> <li>○ <i>“A rapid, footless guest,”</i> (line 5)</li> <li>○ <i>“His speech was like the push of numerous hummingbirds at once.”</i> (lines 10-11)</li> <li>○ <i>“His fingers, if he pass, Let go a music – as of tunes”</i> (lines 14-15)</li> </ul> </li> <li>• Evidence is accurately used to support the response.</li> <li>• The response and the evidence to support it are based on the text.</li> </ul>
	1	<ul style="list-style-type: none"> <li>• A partial response may include one of the answers expected in the complete response. However, the evidence does not support the answer stated, or not evidence is provided.</li> <li>• A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer to the prompt.</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is incorrect.</li> <li>• The response is not based in the text.</li> <li>• No response is provided.</li> </ul>
scoring	See rubric for scoring information	

<b>Item #</b>	10
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will make inferences about a poem.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	Re-read lines 6-8 from the poem.  To offer whom a chair Were as impossible as hand A sofa to the air.  What does the figurative language in these lines help the reader understand about the wind?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	The wind is strong enough to raise a sofa into the air.

answer_b	The wind is always moving and does not stay in one place for long.
answer_c	The wind does not like the host's furnishings.
answer_d	The wind visits the host's home often.
correct_answer	b
correct_answer_rationale	The comparison of the wind to a guest who cannot be offered a chair, or a sofa is a metaphor for the fleeting nature of the wind.
incorrect_answer_1	a
incorrect_answer_1_rationale	While the poem references the "sofa to the air", this does not mean that the wind is raising the sofa into the air. The poet is using the word air as another word for wind.
incorrect_answer_2	c
incorrect_answer_2_rationale	Even though the poet states "It is impossible to offer a chair", this does not indicate that the wind is unsatisfied with the furnishings.
incorrect_answer_3	d
incorrect_answer_3_rationale	The wind is depicted as a fleeting phenomenon in the poem. These lines show that the wind is unpredictable and does not stay for long, not that the wind is a regular visitor.
scoring	Exact match; 1 point

<b>Item #</b>	11
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.10.E Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify and understand the use of literary devices, including first- or third-person point of view.
<b>Objective</b>	Students will make inferences about the poet's use of first person point of view.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	The Wind's Visit

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "The Wind's Visit."
question_stem	The poet uses first person point of view to —
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	show the speaker does not enjoy the outdoors
answer_b	share the speaker's feelings about the unexpected visitor
answer_c	focus on the speaker's love for natural phenomena
answer_d	give the speaker the opportunity to explain where wind comes from

correct_answer	b
correct_answer_rationale	The speaker is most interested in describing the wind's visit in a vivid way that helps the reader understand that the wind was a welcome visitor.
incorrect_answer_1	a
incorrect_answer_1_rationale	The speaker welcomes the wind inside and contemplates its presence, which shows an affinity for the outdoors and nature.
incorrect_answer_2	c
incorrect_answer_2_rationale	While the speaker enjoys nature, this is not the focus of the poem. The focus of the poem is the wind paying a visit.
incorrect_answer_3	d
incorrect_answer_3_rationale	The poem is about the wind's fleeting presence and does not address the origin of wind.
scoring	Exact match; 1 point



Grade	5
Unit/Domain	Poetry: Collage of Words
Copyright (Original or Public Domain)	Public Domain <a href="https://www.public-domain-poetry.com/williamblake/nursessong-9171">https://www.public-domain-poetry.com/williamblake/nursessong-9171</a>
Lexile/Average Grade Level	n/a
Flesch Kincaid	n/a
Word Count	123
Title	adapted from Nurse's Song
Author	William Blake

### Nurse's Song

- 1      When the voices of children are heard on the green,  
          And laughing is heard on the hill,  
          My heart is at rest within my chest,  
          And everything else is still.
  
- 5      "Then come home, my children, the sun is gone down,  
          And the dews of night arise;  
          Come, come, leave off play, and let us away,  
          Till the morning appears in the skies."
  
- 9      "No, no, let us play, for it is yet day,  
          And we cannot go to sleep;  
          Besides, in the sky the little birds fly,  
          And the hills are all covered with sheep."
  
- 13     "Well, well, go and play till the light fades away  
          And then go home to bed."  
          The little ones leaped, and shouted, and laughed,  
          And all the hills echoed.

<b>Item #</b>	12
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will describe the author's use of imagery to achieve specific purposes.
<b>DOK Level</b>	3
<b>Question Type</b>	Multipart

#### PASSAGE

Element	Value
passage_link	
passage_title	Nurse's Song

#### QUESTION

Element	Value
stimulus	Refer to the passage, "Nurse's Song."
question_stem	This question has two parts. First, answer Part A. Then, answer Part B.  Part A  In the first two stanzas of the poem, the poet uses imagery to show —
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes

answer_a	what childhood should be like
answer_b	why children play
answer_c	what children have experienced
answer_d	where children will explore
correct_answer	a
correct_answer_rationale	The imagery shows the fun and laughter of children playing outdoors while the nurse looks on. The words leaped, shouted, and laughed to describe the children, providing a picture of what childhood should be like.
incorrect_answer_1	b
incorrect_answer_1_rationale	The poem does not allude to the reasons why children play
incorrect_answer_2	c
incorrect_answer_2_rationale	While the poem does reflect on an experience, the poem unfolds the events as if it is happening in the present and is more about the joy of childhood, rather than childhood experiences in general
incorrect_answer_3	d
incorrect_answer_3_rationale	While the poem depicts children playing on a hill, the poet is not using imagery to describe the location where the children are playing.
scoring	Exact match; 1 point
question_stem	Part B Which line from the poem best supports the answer to Part A?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	"When the voices of children are heard on the green, And laughing is heard on the hill," (lines 1-2)
answer_b	"Besides, in the sky the little birds fly, And the hills are all covered with sheep." (lines 11-12)
answer_c	"My heart is at rest within my chest, And everything else is still." (lines 3-4)
answer_d	"Come, come, leave off play, and let us away, Till the morning appears in the skies." (lines 7-8)
correct_answer	a

correct_answer_rationale	These lines show that childhood should be spent having fun outdoors.
incorrect_answer_1	b
incorrect_answer_1_rationale	These lines are about the outdoors, but not a supporting detail about what childhood should be like.
incorrect_answer_2	c
incorrect_answer_2_rationale	These lines are about the feelings of the nurse, but they do not highlight the idea that children should spend me having fun outdoors.
incorrect_answer_3	d
incorrect_answer_3_rationale	These lines are about having to come in after playing, so they do not support the idea that children should be outdoors playing.
scoring	Exact match; 1 point

<b>Item #</b>	13
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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
<b>Objective</b>	Students will describe the author's use of alliteration to achieve specific purposes.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Nurse's Song

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "Nurse's Song."
question_stem	Read this line from the poem.  And laughing is heard on the hill, (line 2)  The alliteration in this line emphasizes that the -
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	The children are playing with excitement.

answer_b	The children's laughter is difficult to hear.
answer_c	The children are ready to return home.
answer_d	The children think the hill is funny.
correct_answer	a
correct_answer_rationale	The use of "heard" and "hill" gives the reader the sense that the children are running around and having a grand me as they play, since the speaker can hear them from afar.
incorrect_answer_1	b
incorrect_answer_1_rationale	The poem states that the children's voices and laughter are heard and the nurse finds these sounds calming.
incorrect_answer_2	c
incorrect_answer_2_rationale	The laughing on the hill would does not lead the reader to think the children are ready to stop playing and return home.
incorrect_answer_3	d
incorrect_answer_3_rationale	While the children are laughing, the poet is not suggesting the children are laughing at the hill, but that the laughter can be heard from the hill.
scoring	Exact match; 1 point

<b>Item #</b>	14
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms
<b>Objective</b>	Students will explain the use of sound devices and figurative language
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Nurse's Song

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "Nurse's Song."
question_stem	What do the words <i>leave off play, and let us away</i> show in line 7 about the nurse and the children?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	That the nurse and the children are joking with one another
answer_b	That the nurse is impatiently waiting for the children
answer_c	That the nurse tells the children it is me to stop playing and return home.

answer_d	That the children and the nurse are tired and ready to return home
correct_answer	c
correct_answer_rationale	The nurse is telling the children it is time to leave the play and go home.
incorrect_answer_1	a
incorrect_answer_1_rationale	While the language in this line is playful, it does not suggest the nurse and the children are joking with one another.
incorrect_answer_2	b
incorrect_answer_2_rationale	The mood of the nurse throughout the poem is one of calmness, tenderness, and patience.
incorrect_answer_3	d
incorrect_answer_3_rationale	The nurse is calling the children in because it is time to go home, but there is no indication in the poem that both the nurse and the children are tired.
scoring	Exact match; 1 point



<b>Item #</b>	15
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.9.B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms
<b>Objective</b>	Students will identify the figurative language used in the poem.
<b>DOK Level</b>	3
<b>Question Type</b>	Multipart

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_tle	Nurse's Song

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Nurse's Song"
question_stem	<p>This question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Part A</p> <p>Read line 15 of the poem "Nurse's Song"</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>The little ones leaped &amp; shouted and laughed,</p> </div> <p>What type of figurative language is used in this line?</p>
prompt	Select the <b>best</b> answer.

randomize_answer_choices	yes
answer_a	hyperbole
answer_b	metaphor
answer_c	simile
answer_d	alliteration
correct_answer	d
correct_answer_rationale	The repetition of the “l” at the beginning of “little”, “leaped”, and “laughed” is alliteration
incorrect_answer_1	a
incorrect_answer_1_rationale	There is not an exaggerated statement; hyperbole is not used in this line.
incorrect_answer_2	b
incorrect_answer_2_rationale	One thing is not being described as something else in order to suggest a likeness; a metaphor is not used in this line.
incorrect_answer_3	c
incorrect_answer_3_rationale	There is not a comparison of two different things using the words like or as; a simile is not used in this line.
scoring	Exact match; 1 point
question_stem	Part B  Why does the author use the type of figurative language identified in Part A?
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes
answer_a	To describe the children’s reaction when they find out they can play more
answer_b	To explain how the children played on the green
answer_c	To compare the children’s playing to the birds flying
answer_d	To emphasize the children’s similarity to the sheep
correct_answer	a
correct_answer_rationale	The alliteration is playful and exciting, as are the children when they find out they can stay outside and play for a little while longer.
incorrect_answer_1	b

incorrect_answer_1_rationale	While the children are playing loudly on the green, this line describes their response to finding out that they can stay outside longer while it is still daylight out.
incorrect_answer_2	c
incorrect_answer_2_rationale	The reference to birds in the poem is to highlight how it is still daylight out. This line does not offer any sort of comparison to the birds, and instead provides a description of their response to finding out that they can stay outside longer while it is still daylight out.
incorrect_answer_3	d
incorrect_answer_3_rationale	The reference to sheep in the poem is to highlight how it is still daylight out. This line does not offer any sort of comparison to the sheep, and instead provides a description of their response to finding out that they can stay outside longer while it is still daylight out.
scoring	Exact match; 1 point

<b>Item #</b>	16
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will identify details to complete a summary.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Nurse's Song

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "Nurse's Song."
question_stem	Read the following paragraph.  <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>When I hear children laughing and playing outside, the world is at peace. I call to them that it's time to go home. Then I say it's fine to play until the sun goes down. The children jumped with joy and their voices echoed everywhere.</p> </div> <p>Which statement should be included in the paragraph to create a complete summary of the poem "Nurse's Song"?</p>
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes

answer_a	Night is coming soon.
answer_b	The birds and sheep are not going in.
answer_c	We will play again tomorrow morning.
answer_d	They beg to play a little while longer.
correct_answer	d
correct_answer_rationale	Aer the nurse calls to the children that it's me to go home, the children beg to play a little while longer.
incorrect_answer_1	a
incorrect_answer_1_rationale	While this may be true, this is only implied in the poem and is too small of a detail to include in the summary.
incorrect_answer_2	b
incorrect_answer_2_rationale	The reference to the birds and the sheep by the children is to highlight that there is still daylight. This is too small of a detail to include in the summary.
incorrect_answer_3	c
incorrect_answer_3_rationale	While the speaker does mention the next morning at the end of the first stanza, there is no clear reference to playing again the next day. This is too small of a detail and too much of an inference to include in the summary,
scoring	Exact match; 1 point

<b>Item #</b>	17
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	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.
<b>Objective</b>	Students will describe the author's use of language to achieve specific purposes.
<b>DOK Level</b>	3
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Nurse's Song

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the poem "Nurse's Song."
question_stem	Reread the last four lines of the poem. What is the poet most likely suggesting in these lines?  "Well, well, go and play till the light fades away And then go home to bed." The little ones leaped, and shouted, and laughed, [And all the hills echoed. (lines 13-16)]
prompt	<i>Select the correct answer.</i>

randomize_answer_choices	yes
answer_a	The children are excited that they are allowed to continue playing.
answer_b	The children are ready to go home and leap into bed.
answer_c	The children are laughing and shouting very loudly.
answer_d	The children are afraid to stay outside because the light is fading.
correct_answer	a
correct_answer_rationale	The words <i>leaped</i> , and <i>shouted</i> , and <i>laughed</i> emphasize the joy and excitement the children feel when they are allowed to continue playing.
incorrect_answer_1	b
incorrect_answer_1_rationale	The children are so happy to stay outside until it gets dark that they jump and shout and laugh so loud it echoes across the hills. This conveys excitement and joy, rather than eagerness to go home to bed.
incorrect_answer_2	c
incorrect_answer_2_rationale	The children are indeed laughing and shouting, as stated in the poem. This suggests that they are feeling joy and excitement about being able to continue playing until dark.
incorrect_answer_3	d
incorrect_answer_3_rationale	The children are laughing and shouting with excitement to be able to continue playing until dark. There is no indication that they are feeling anything other than joy in this moment.
scoring	Exact match; 1 point

<b>Item #</b>	18
<b>Discipline</b>	ELA
<b>Grade Level</b>	5
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	Poetry: Collage of Words
<b>TEKS</b>	TEKS 5.8.A 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: (A) infer multiple themes within a text with supporting evidence.
<b>Objective</b>	Students will write a response to infer the poem's message.
<b>DOK Level</b>	3
<b>Question Type</b>	Short Constructed Response

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Nurse's Song

#### QUESTION

<b>Element</b>	<b>Value</b>	
stimulus	Refer to the poem "Nurse's Song."	
question_stem	What is the main message of the poem? Support your answer with evidence from the selection.	
prompt	<i>Write your response in the box provided.</i>	
scoring rubric	<b>Points</b>	<b>Content Development</b>
	2	<ul style="list-style-type: none"> <li>A complete response explains that the message of the poem is that childhood is a time of happiness, and that adults can take pleasure in the joy of children at play.</li> </ul>



		<ul style="list-style-type: none"> <li>• 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 poem: <ul style="list-style-type: none"> <li>○ The speaker's "heart is at rest" when hearing the voices of the children on the green</li> <li>○ The children beg the nurse to let them keep playing, even though the sun has gone down</li> <li>○ The nurse allows the children to play until the light fades away</li> </ul> </li> <li>• Evidence is accurately used to support the response.</li> <li>• The response and the evidence to support it are based on the text.</li> </ul>
	1	<ul style="list-style-type: none"> <li>• A partial response may include one of the answers expected in the complete response. However, the evidence does not support the answer stated, or not evidence is provided.</li> <li>• A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer to the prompt.</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is incorrect.</li> <li>• The response is not based in the text.</li> <li>• No response is provided.</li> </ul>
scoring	See rubric for scoring information	

Item #	19
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Poetry: Collage of Words
TEKS	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 identify similarities in the two poems.
DOK Level	3
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_tle	The Nurse's Song

#### QUESTION

Element	Value
stimulus	Refer to the poems "The Wind's Visit" and "Nurse's Song."
question_stem	<b>BOTH</b> the poem "The Wind's Visit" and the poem "Nurse's Song" —
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes
answer_a	describe a memorable experience
answer_b	show joy and enthusiasm
answer_c	make comparisons between the past and the present
answer_d	give nature the attributes of people
correct_answer	a
correct_answer_rationale	The speaker in each poem demonstrates sharing a memorable experience. Only "Nurse's Song" describes joy

	and enthusiasm. Only “The Wind’s Visit” emphasizes and gives nature the attributes of people.
incorrect_answer_1	b
incorrect_answer_1_rationale	Only “Nurse’s Song” describes joy and enthusiasm.
incorrect_answer_2	c
incorrect_answer_2_rationale	Neither poem makes comparisons between the past and the present
incorrect_answer_3	d
incorrect_answer_3_rationale	Only “The Wind’s Visit” emphasizes and gives nature the attributes of people.
scoring	Exact match; 1 point

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