

Grade	5
Unit/Domain	Introduction to Shakespeare: A Midsummer Night's Dream
Copyright	Original
art	https://www.shutterstock.com/image-photo/little-actress-on-dark-background-1975536155
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	5.1
Word Count	583
Title	Trying Out
Author	OER K-5 RLA

Trying Out



<https://www.shutterstock.com/image-photo/little-actress-on-dark-background-1975536155>

(1) Chelsey and Sophie talked about the play as they walked to the next class, mostly wondering why they couldn't produce a play in modern English. "I know we're supposed to like Shakespeare, but how does anyone even understand the words that are so old?" Chelsey wondered aloud.

(2) Sophie had always been a little shy and a bit of a dreamer. Her parents enjoyed attending local play productions, and last year they started taking her. She'd get completely caught up in the drama on stage. Sometimes, after the play, her parents would visit with cast members. They were just regular people off the stage. So, when Sophie heard about the upcoming school play auditions, she got a little excited. Something inside her sparked. She had always loved watching plays, and maybe, just maybe, this was her chance to give it a try.

(3) She spent weeks preparing for the audition. She hadn't seen Shakespeare performed, and the lines were nothing like lines from the plays she had seen and sitcoms she watched. She felt like she needed a translator to understand their meaning. She listened in class and worked with her mom and dad after dinner to really understand the play. She took notes about each line's meaning.

(4) Then she started practicing. She read lines in front of a mirror again and again. When audition day finally arrived, she was nervous beyond belief. But as she stepped onto the stage and began to perform, she felt a rush of adrenaline. She had asked herself that morning if she really wanted the role, and the answer was *most definitely yes*.

(5) That night, she told her parents what had gone well and where she'd flubbed a line. The results would be posted on Mr. Aguilar's door the next day after lunch. It was an eternity, and anxiety bubbled inside of her. She had done her best, but with so many classmates vying for the few roles, she wasn't sure she stood a chance.

(6) She was completely distracted in Math and Social Studies the next morning. At lunch, she picked at her sandwich and orange. Chelsey had decided not to try out, but she said she would go with Sophie to check the list. They threw away their trash and headed to Mr. Aguilar's room. Sophie suggested they fill up their water bottles on the way. She didn't want to get to the room at the same time as everyone else. They stopped at Chelsey's locker too, delaying a little more. Then Pedro rounded the hall corner. "Congrats, Sophie! Way to go! This is going to be so cool."

(7) She had landed a part. The girls picked up their pace. They got to the door and looked at the list. Sophie would be Hermia! She couldn't believe it. She would be playing a lead role in the school play.

(8) Sophie arrived at the first rehearsal, feeling a mix of excitement and nervousness. She was greeted by the director who was warm and welcoming. They began to read through the script, and Sophie was amazed at how quickly she fell into character.

(9) As the weeks went by, Sophie became more and more immersed in the world of the play. She spent hours rehearsing, memorizing lines, and perfecting her performance. She even started to make new friends with other cast members. The camaraderie gave her a newfound confidence that she had never experienced before. This whole acting thing really was cool.

Item #	1
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
Objective	Students will evaluate details.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the story, "Trying Out."
question_stem	What details from paragraphs 1-3 demonstrate the key idea that Sophie wants to understand the meaning of the play?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Sophie talks with Chelsey about the play
answer_b	Sophie spends weeks preparing for the audition
answer_c	Sophie feels like she needs to study more
answer_d	Sophie takes notes about each line's meaning
correct_answer	d
correct_answer_rationale	Sophie works with her parents to really understand the play.
incorrect_answer_1	a
incorrect_answer_1_rationale	Sophie and Chelsey don't talk about the play's meaning, just its antiquated language
incorrect_answer_2	b
incorrect_answer_2_rationale	This detail suggests Sophie wants to get a part, not that she wants to understand the play's meaning
incorrect_answer_3	c
incorrect_answer_3_rationale	This detail points out that Sophie struggles to understand, not that she wants to understand.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.7.C Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response.
Objective	Students will use text evidence to support a response
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the story, "Trying Out."
question_stem	Which sentences from paragraphs 3 and 4 explain Sophie's strategy for performing well at the audition?
prompt	Select THREE correct answers.
randomize_answer_choices	yes
answer_a	<i>She hadn't seen Shakespeare performed, and the lines were nothing like lines from the plays she had seen and sitcoms she watched. (paragraph 3)</i>
answer_b	<i>She listened in class and worked with her mom and dad after dinner to really understand the play. (paragraph 3)</i>
answer_c	<i>She took notes about each line's meaning. (paragraph 4)</i>
answer_d	<i>She read lines in front of a mirror again and again. (paragraph 4)</i>
answer_e	<i>But as she stepped onto the stage and began to perform, she felt a rush of adrenaline. (paragraph 4)</i>
correct_answer	b, c, d
correct_answer_rationale	Each of these sentences detail actions Sophie took to prepare.
incorrect_answers	a
incorrect_answer_1_rationale	This statement explains why preparations were difficult.
incorrect_answer_2	e
incorrect_answer_2_rationale	This statement explains how Sophie felt as she started the audition.
scoring	Partial match; 1 point (.33 each)

Item #	3
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.7.C Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response.
Objective	Students will use text evidence to support a response
DOK Level	2
Question Type	Hot text

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the story, "Trying Out."
question_stem	Reread paragraph 5 of the story, "Trying Out." [That night, she told her parents what had gone well and where she'd flubbed a line.] [The results would be posted on Mr. Aguilar's door the next day after lunch.] [It was an eternity, and anxiety bubbled inside of her.] [She had done her best, but with so many classmates vying for the few roles, she wasn't sure she stood a chance.] Which sentence from the paragraph suggests that Sophie feels okay about how she did in the audition?
prompt	<i>Select the best answer.</i>
correct_answer	That night, she told her parents what had gone well and where she'd flubbed a line.
correct_answer_rationale	Recognizing and sharing what you do well and when you err suggests that you feel okay about how you have done.
incorrect_answer_1	The results would be posted on Mr. Aguilar's door the next day after lunch.
incorrect_answer_1_rationale	This sentence identifies when Sophie will find out how she did, not her awareness of how well she did.
incorrect_answer_2	It was an eternity, and anxiety bubbled inside of her.
incorrect_answer_2_rationale	This sentence explains her feelings while she waited, not her awareness of how well she did.
incorrect_answer_3	She had done her best, but with so many classmates vying for the few roles, she wasn't sure she stood a chance.

incorrect_answer_3_rationale	This sentence explains her feelings while she waited, not her awareness of how well she did.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.7.C Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response.
Objective	Students will use text evidence to support a response
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the story, "Trying Out."
question_stem	Which sentence from the story, "Trying Out" describes how Sophie felt during the audition?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	<i>But as she stepped onto the stage and began to perform, she felt a rush of adrenaline.</i> (paragraph 4)
answer_b	<i>She had asked herself that morning if she really wanted the role, and the answer was most definitely yes.</i> (paragraph 4)
answer_c	<i>That night, she told her parents what had gone well and where she'd flubbed a line.</i> (paragraph 5)
answer_d	<i>It was an eternity, and anxiety bubbled inside of her.</i> (paragraph 5)
correct_answer	a
correct_answer_rationale	This sentence describes what a rush she felt as she auditioned.
incorrect_answer_1	b
incorrect_answer_1_rationale	This sentence describes how she felt before the audition.
incorrect_answer_2	c
incorrect_answer_2_rationale	This sentence describes how well she did, not what she felt auditioning.
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence describes how she felt after the audition.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make inferences using text evidence.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the story, "Trying Out."
question_stem	What can the reader infer about Pedro in paragraph 6?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Pedro is going to be in the play with Sophie.
answer_b	Mr. Aguilar is proud of Sophie.
answer_c	Chelsey wished she had tried out for a part in the play.
answer_d	Sophie didn't want to find out if she was in the play.
correct_answer	a
correct_answer_rationale	The last three sentences suggest that Pedro has seen the list and knows that he and Sophie are going to be in the play together.
incorrect_answer_1	b
incorrect_answer_1_rationale	There is no text evidence of Mr. Aguilar's feelings.
incorrect_answer_2	c
incorrect_answer_2_rationale	There is no text evidence that Chelsey is sorry that she didn't try out.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although Sophie doesn't want to see if she got in the play at the same time everyone else finds out, that is probably because she is worried that she may not have a part.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.8B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:(B) analyze the relationships of and conflicts among the characters.
Objective	Students will analyze the interactions of a character in the text.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the story, "Trying Out."
question_stem	What do Sophie's words and actions in paragraph 6 show about her?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Sophie wishes Chelsey had tried out for the play instead of her.
answer_b	Sophie is no longer interested in participating in the play.
answer_c	Sophie feels confident that she got the part in the play.
answer_d	Sophie is feeling uncertain about the audition as she waits for the results.
correct_answer	d
correct_answer_rationale	Sophie is distracted during class and picks at her lunch. She also wants to delay looking at the results of the audition, so this shows she is uncertain about the outcome.
incorrect_answer_1	a
Incorrect_answer_1_rationale	The paragraph states that Chelsey decided not to try out, but there is no indication from Sophie's words and actions that she wishes Chelsey would have tried out instead of her.
incorrect_answer_2	b
incorrect_answer_2_rationale	Sophie's words and actions do not show that she is no longer interested, instead they show that she is uncertain as to the results and hopes for a good outcome.
incorrect_answer_3	c
incorrect_answer_3_rationale	Sophie's words and actions do not show that she is

	confident she got the part because she wants to fill her water bottle and delay seeing the results of the audition.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	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 paraphrase a portion of the text.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trying Out

QUESTION

Element	Value
stimulus	Refer to the passage, "Trying Out."
question_stem	Read this summary about Sophie preparing for the audition. What is the best paraphrase of these sentences? When Sophie began to prepare for auditions, she took notes about the play's lines when she worked with her parents. Sophie listened carefully in class to understand the words in the play because she found them so challenging. Sophie practiced reading her lines in front of the mirror so she would be ready for auditions. When audition day finally arrived, she was nervous beyond belief. But as she stepped onto the stage and began to perform, she felt a rush of adrenaline. She had landed a part.
prompt	<i>Select the best answer.</i>
answer_a	Sophie was nervous about trying out, but she carefully prepared, auditioned, and got the part in the play.
answer_b	Sophie was so nervous before the audition because she found the words hard to learn.
answer_c	Sophie practiced her lines in the mirror, so that she would be ready for the auditions.
answer_d	Sophie landed the part because she took notes about the play's lines.
correct_answer	a

correct_answer_rationale1	This accurately paraphrases all the events in the summary, from her nervousness, to her practice and audition, to eventually getting the part.
incorrect_answer_1	b
incorrect_answer_1_rationale	This paraphrase only includes two details in the summary and does not encompass all the events.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is a detail in the summary but does not include all the other important things that happened to get Sophie prepared for auditioning and landing the part.
incorrect_answer_3	d
incorrect_answer_3_rationale	This paraphrase includes one detail about what helped Sophie land the part but does not include other important details of the summary.
scoring	Exact match; 1 point

Grade	5
Unit/Domain	Introduction to Shakespeare: A Midsummer Night's Dream
Copyright	Original
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	3.9
Word Count	354
Title	A Day at the Park
Author	OER K-5 RLA

A Day at the Park

Cast:

Nina, a curious and adventurous 10-year-old girl

Ethan, a playful and energetic 9-year-old boy

Akira, a shy and reserved 8-year-old girl

Act 1:

Scene 1:

(1) *The scene opens with Nina, Ethan, and Akira walking towards the park, carrying their toys and snacks.*

(2) Nina: [excitedly] I can't wait to go down the slide and climb the monkey bars!

(3) Ethan: [laughing] I want to play tag and kick the soccer ball!

(4) Akira: [quietly] I don't know what to play.

Scene 2:

(5) *The kids reach the playground and start playing. Nina climbs up the ladder to the slide, while Ethan runs around with the soccer ball. Akira sits on a bench, watching them.*

(6) Nina: [calling out] Come on, Akira! You can play with us!

(7) Akira: [hesitantly] Um, I'm not sure.

(8) Ethan: [smiling] Don't worry, Akira, we'll teach you how to play soccer.

Scene 3:

(9) *Nina and Ethan help Akira kick the ball around, and soon they are all laughing and having fun. Nina then suggests they play a game of hide-and-seek.*

(10) Nina: [excitedly] Okay, I'll be the seeker! You guys go hide!

(11) *Nina starts counting as Ethan sprints off to hide and Akira runs like the wind after him.*

Scene 4:

(12) *Nina searches for Ethan and Akira and eventually finds them hiding behind a tree.*

(13) Nina: [laughing] I found you! Let's switch, I'll hide now.

(14) *The kids continue playing various games, and soon it's time for a snack break.*

Act 2:

Scene 1:

(15) *Nina, Ethan, and Akira sit on a blanket and eat their snacks, chatting and giggling.*

(16) Nina: [smiling] This is so much fun! I am glad we came to the park.

(17) Ethan: [nodding] Me too! We should come here every weekend.

(18) Akira: [quietly] Can we play together again?

(19) Nina: [happily] Of course! We can come to the park anytime.

Scene 2:

(20) *As the sun starts to set, the kids pack up their toys.*

(21) Nina: [waving] Bye, park! See you next time!

(22) Ethan: [shouting] Thanks for a great day!

(23) Akira: [beaming] Thank you for playing games with me.

(24) *The three children walk back home, tired but happy after a fun day at the park.*

Item #	8
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.9C 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: (C) explain structure in drama such as character tags, acts, scenes, and stage directions.
Objective	Students will explain stage directions in a drama.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	What does the reader learn from the stage directions in Scene 1?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Ethan would be more comfortable staying home and watching television.
answer_b	Ethan enjoys playing at the playground and is having a good time with his friends.
answer_c	Ethan does not like sports and looks forward to reading a book at the playground.
answer_d	Ethan wants to eat a snack before going to the playground.
correct_answer	b
correct_answer_rationale	The stage directions state that Ethan smiles, carries toys and runs around with the soccer ball suggesting he enjoys playing and is having a good time with his friends.
incorrect_answer_1	a
incorrect_answer_1_rationale	No text evidence suggests that Ethan would rather be home watching television. He is carrying the toys and the soccer ball and is smiling.
incorrect_answer_2	c

incorrect_answer_2_rationale	The stage directions do not indicate that Ethan is carrying or getting ready to read a book at the playground.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although the children are carrying snacks, the stage directions do not suggest that Ethan's hungry.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.9C 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: (C) explain structure in drama such as character tags, acts, scenes, and stage directions.
Objective	Students will explain the purpose of dialogue in a drama.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	What is the purpose of the dialogue between Nina, Akira and Ethan in Scene 2?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Introduce the main characters.
answer_b	Provide background on the main characters
answer_c	Present a main conflict
answer_d	Foreshadow the resolution
correct_answer	d
correct_answer_rationale	Akira initially hesitates because she is unsure about playing, but her friends encourage her and she ends up having a good time in the next scene. She starts learning, she starts laughing and having fun.
incorrect_answer_1	a
incorrect_answer_1_rationale	The main characters are introduced in Scene 1, not scene 2. The stage directions before the play start serve as an introduction to the characters.
incorrect_answer_2	b
incorrect_answer_2_rationale	The background about the characters is provided in Scene 1 in the stage directions and in the dialogue.
incorrect_answer_3	c
incorrect_answer_3_rationale	The conflict is established in Scene 1 when Akira mentions that

	she does not know what to play. The stage directions mention that she is sitting on the bench, but the dialogue shows that her friends are encouraging her, so she is most likely going to have fun and play.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.11.C Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
Objective	Students will combine ideas to write clear and concise sentences.
DOK Level	2
Question Type	Short Constructed Response

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	A student wrote these sentences after reading the play, "A Day at the Park." Nina searches for Ethan. Nina searches for Akira. Eventually, Nina finds them. What is the best way to combine the ideas in these sentences?
prompt	<i>Write your response in the box provided.</i>
sample answer	Nina searches for Ethan and Akira and eventually finds them.
scoring	1 point

Item #	11
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	In Act 1, Scene 1, the stage directions for Akira indicate that she responds <u>hesitantly</u> . The word <u>hesitantly</u> means -
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	shyly
answer_b	confidently
answer_c	unhappily
answer_d	excitedly
correct_answer	a
correct_answer_rationale	Akira is quiet and uncertain, suggesting that she is shy and hesitant to interact with the other children.
incorrect_answer_1	b
incorrect_answer_1_rationale	Nina and Ethan act confidently, but Akira does not.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although Akira is tentative, there is no text evidence that she is unhappy. She acts interested but uncertain.
incorrect_answer_3	d
incorrect_answer_3_rationale	Based on the stage directions that Akira is sitting on the bench watching everyone else play and does not immediately go to play indicates that she was not acting with excitement.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make inferences about a character in a drama.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	In Act 2, Scene 1, what is the most likely reason Akira asks her friends if they can play again?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Akira has had fun and would like to play with Ethan and Nina again.
answer_b	Akira is worried that she has made Ethan and Nina angry.
answer_c	Akira thinks that with a little practice she will win a game.
answer_d	Akira thinks that Ethan is excluding her from the next outing to the park.
correct_answer	a
correct_answer_rationale	The children are chatting, giggling and exclaiming how much fun they have had. Akira would like to play again.
incorrect_answer_1	b
Incorrect_answer_1_rationale	There is no text evidence that Akira has made Ethan and Nina angry nor that she is worried she did so.
incorrect_answer_2	c
incorrect_answer_2_rationale	There is no text evidence that Akira wants to win a game.
incorrect_answer_3	d
incorrect_answer_3_rationale	Ethan uses the word "we", suggesting that he plans to include the whole group in the next outing.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.3.B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	In Act 2, Scene 1, the stage directions for Akira indicate that she is <u>beaming</u> . What does the word <u>beaming</u> mean?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	grinning
answer_b	shimmering
answer_c	pausing
answer_d	faltering
correct_answer	a
correct_answer_rationale	Akira is happy and shows it with a big smile.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although this is a meaning of beaming, it doesn't make sense in this sentence.
incorrect_answer_2	c
incorrect_answer_2_rationale	While Akira was hesitant at the beginning of the play, she's joyful at the end.
incorrect_answer_3	d
incorrect_answer_3_rationale	While Akira was hesitant at the beginning of the play, she's joyful at the end.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.3.D Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify, use, and explain the meaning of adages and puns.
Objective	Students will identify, use, and explain the meaning of an idiom.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	In Act 1, Scene 3, the phrase <i>run like the wind</i> means —
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	to run very fast
answer_b	to blow around
answer_c	to whip up
answer_d	to not be seen while running
correct_answer	a
correct_answer_rationale	Akira runs very fast to chase Ethan.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although wind does blow, that is not what the author compares running to.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although wind can whip things up, that is not what the author compares running to.
incorrect_answer_3	d
incorrect_answer_3_rationale	Although the wind cannot be seen, that is not what the author compares running to.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	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 summarize a text.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	Which of the following statements accurately summarizes the action in Act 2, Scene 2?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	The children pack up their toys, say their good-byes, and head home.
answer_b	The children discuss coming back and seeing each other again at the park.
answer_c	The children say good-bye to each other and to the park.
answer_d	The children are tired but happy after a fun day.
correct_answer	a
correct_answer_rationale	This statement includes all important information in the scene.
incorrect_answer_1	b
incorrect_answer_1_rationale	This action occurs in the previous scene.
incorrect_answer_2	c
incorrect_answer_2_rationale	This event occurs, but the statement doesn't include all the most important events in the scene.
incorrect_answer_3	d
incorrect_answer_3_rationale	This event occurs, but the statement doesn't include all the most important events in the scene.
scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.7.C Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response.
Objective	Students will use text evidence to support a key idea.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	Which sentence(s) from Act 1, Scene 3 supports the idea that the seeker must wait before searching for the children that hide?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Nina then suggests they play a game of hide-and-seek.
answer_b	"Okay, I'll be the seeker! You guys go hide!"
answer_c	Nina starts counting.
answer_d	Ethan sprints off to hide and Akira runs like the wind after him.
correct_answer	c
correct_answer_rationale	Nina counts, suggesting she must wait for a while before searching for the other children.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence sets the stage for the game but does not relate to waiting.
incorrect_answer_2	b
incorrect_answer_2_rationale	These sentences identify which children will do what in the game.
incorrect_answer_3	d
incorrect_answer_3_rationale	This sentence tells what the children do while the seeker is waiting.
scoring	Exact match; 1 point

Item #	17
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make an inference about a character in a play.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	Nina's lines throughout the play suggest that she is -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	excited and having fun
answer_b	always in charge
answer_c	easy going and laid back
answer_d	shy and unsure
correct_answer	a
correct_answer_rationale	Nina waves, calls out, suggests a game, and runs around. All these actions suggest that she's excited and having fun.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although Nina suggests playing a game, there is no indication that she is always in charge of picking the games.
incorrect_answer_2	c
incorrect_answer_2_rationale	Nina's actions suggest a boldness, not a laid-back attitude.
incorrect_answer_3	d
incorrect_answer_3_rationale	There is no text evidence that Nina is either shy or uncertain. Throughout the play, she is an active participant and suggests the game the children are to play.
scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make inferences about two characters in a play.
DOK Level	3
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	What can the reader infer about Nina and Ethan from their actions in the play?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Nina and Ethan are both enthusiastic.
answer_b	Nina is bold whereas Ethan is uncertain.
answer_c	Ethan is athletic whereas Nina is artistic.
answer_d	Neither Nina nor Ethan enjoy playing with others.
correct_answer	a
correct_answer_rationale	Nina and Ethan both exhibit words and actions that suggest they are enthusiastic.
incorrect_answer_1	b
incorrect_answer_1_rationale	Nina is bold, but Akira is uncertain, not Ethan.
incorrect_answer_2	c
incorrect_answer_2_rationale	Both Ethan and Nina play games suggesting that they have some athletic ability. Neither do anything artistic during their time at the park.
incorrect_answer_3	d
incorrect_answer_3_rationale	Both Nina and Ethan are inclusive, inviting Akira to join in the fun.
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
Objective	Students will evaluate details read to determine key ideas.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_link	A Day at the Park
passage_title	

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	Which line from Act 2, Scene 2 supports the idea that Nina is wistful?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	As the sun starts to set, the kids pack up their toys
answer_b	Nina: (waving) "Bye, park! See you next time!"
answer_c	Nina: (excitedly) "I can't wait to go down the slide and climb the monkey bars!"
answer_d	Nina: (laughing) "I found you! Let's switch, I'll hide now."
correct_answer	b
correct_answer_rationale	Nina saying goodbye to the park suggests that she is wistful and looks forward to returning to the park.
incorrect_answer_1	a
incorrect_answer_1_rationale	This sentence sets the stage of the scene.
incorrect_answer_2	c
incorrect_answer_2_rationale	This line shows that she is excited while sliding down the slide, so this does not show that she is wistful.
incorrect_answer_3	d
incorrect_answer_3_rationale	Nina is laughing and playing a game in this line, so there is no evidence that she is wistful.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	Introduction to Shakespeare: A Midsummer Night's Dream
TEKS	TEKS 5.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
Objective	Students will evaluate details.
DOK Level	3
Question Type	Multiple choice

PASSAGE

Element	Value
passage_title	Trying Out
passage_title	A Day at the Park

QUESTION

Element	Value
stimulus	Refer to the play, "A Day at the Park."
question_stem	Which stage direction from the play supports the idea that the children enjoy many activities?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	<i>The scene opens with Nina, Ethan, and Akira walking towards the park, carrying their toys and snacks.</i>
answer_b	<i>The kids reach the playground and start playing.</i>
answer_c	<i>Nina and Ethan help Akira kick the ball around, and soon they are all laughing and having fun.</i>
answer_d	<i>The kids continue playing various games, and soon it's time for a snack break.</i>
correct_answer	d
correct_answer_rationale	This stage direction shows that the children play multiple games, suggesting that they enjoy a variety of activities.
incorrect_answer_1	a
incorrect_answer_1_rationale	This stage direction sets the opening scene for the play but says nothing of the children enjoying a variety of activities.
incorrect_answer_2	b
incorrect_answer_2_rationale	This stage direction explains that the children play but says nothing of the children enjoying a variety of activities.
incorrect_answer_3	c
incorrect_answer_3_rationale	This statement describes how Akira begins to learn soccer but says nothing of the children enjoying a variety of activities.
scoring	Exact match; 1 point

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