

Grade	5
Unit/Domain	World War II
Copyright (Original or Public Domain)	original
reference art	https://www.nationalchurchillmuseum.org/churchill-address-to-congress.html
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	10.1
Word Count	560
Title	<i>Excerpt from Churchill's Speech to Congress 1941</i>
Author	Winston Churchill

During World War II, just weeks after the attack on Pearl Harbor, British Prime Minister Winston Churchill addressed a joint session of the U.S. Congress on December 26, 1941. The United States had just formally become allies with the British to defeat the Axis powers. To coordinate military strategy with President Franklin D. Roosevelt, Churchill accepted an invitation to speak before Congress, and this is an excerpt from his speech

Excerpt from Churchill's Speech to Congress 1941

(1) Members of the Senate and of the House of Representatives of the United States, I feel greatly honored that you should have thus invited me to enter the United States Senate Chamber and address the representatives of both branches of Congress. The fact that my American forebears have for so many generations played their part in the life of the United States, and that here I am, an Englishman, welcomed in your midst, makes this experience one of the most moving and thrilling in my life, which is already long and has not been entirely uneventful. I wish indeed that my mother, whose memory I cherish, across the vale of years, could have been here to see. By the way, I cannot help reflecting that if my father had been American and my mother British instead of the other way around, I might have got here on my own. In that case this would not have been the first time you would have heard my voice. In that case I should not have needed any invitation. But if I had it is hardly likely that it would have been unanimous. So perhaps things are better as they are.

(2) I may confess, however, that I do not feel quite like a fish out of water in a legislative assembly where English is spoken. I am a child of the House of Commons. I was brought up in my father's house to believe in democracy. "Trust the people." That was his message. I used to see him cheered at meetings and in the streets by crowds of workingmen way back in those aristocratic Victorian days when, as Disraeli said, "the world was for the few, and for the very few."

(3) Therefore, I have been in full harmony all my life with the tides which have flowed on both sides of the Atlantic against privilege and monopoly and I have steered confidently towards the Gettysburg ideal of government of the people, by the people, for the people.

(4) I owe my advancement entirely to the House of Commons, whose servant I am. In my country as in your public men are proud to be the servants of the State and would be ashamed to be its masters. The House of Commons, if they thought the people wanted it, could, by a simple vote, remove me from my office. But I am not worrying about it at all.

(5) As a matter of fact I am sure they will approve very highly of my journey here, for which I obtained the King's permission, in order to meet the President of the United States and to arrange with him for all that mapping out of our military plans and for all those intimate meetings of the high officers of the armed services in both countries which are indispensable for the successful prosecution of the war.

Item #	1
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.3.C 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 <i>trans-</i> , <i>super-</i> , and <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> .
Objective	Students will use context to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	Read this information about the origin of <u>unanimous</u> . <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> From Latin <i>unanimus</i>, meaning "of one mind," </div> The origin helps the reader understand that the word <u>unanimous</u> in paragraph 1 means that people were -
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	fully in agreement
answer_b	mostly in agreement
answer_c	somewhat in agreement
answer_d	not in agreement
correct_answer	a
correct_answer_rationale	The word unanimous comes from Latin words <i>unus</i> , meaning <i>one</i> , and <i>animus</i> , meaning <i>mind</i> . If you are of one mind, you

	are in total agreement.
incorrect_answer_1	b
incorrect_answer_rationale_1	The word means in complete agreement.
incorrect_answer_2	c
incorrect_answer_rationale_2	The word means in complete agreement.
incorrect_answer_3	D
incorrect_answer_rationale_3	In this word, the first two letters are not a prefix. The word means in complete agreement.
Scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.3.C 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 <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> .
Objective	Students will use affixes to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	The prefix in the word <u>uneventful</u> in paragraph 1 helps the reader understand that the word means—
Prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	not eventful
answer_b	together with interesting events
answer_c	looking for interesting events
answer_d	before interesting events
correct_answer	a
correct_answer_rationale	The prefix <i>un-</i> means <i>not</i> , which makes the meaning of the word <i>not marked by interesting events</i> .
incorrect_answer_1	b
incorrect_answer_rationale_1	The prefix <i>co-</i> means together, not <i>un-</i> .
incorrect_answer_2	c
incorrect_answer_rationale2	The prefix <i>un-</i> means <i>not</i> .

incorrect_answer_3	d
incorrect_answer_rationale_3	The prefix <i>pre-</i> means before, not <i>un-</i> .
Scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make inferences about historical figures.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	Based on the details in paragraphs 2 and 3, what can the reader infer about Churchill's knowledge of the United States Congress?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Churchill understands how Congress works.
answer_b	Churchill is interested in learning how Congress works.
answer_c	Churchill is uncertain that Congress operates in the same way that Britain is governed.
answer_d	Churchill's knowledge of the structure and function of Congress is limited.
correct_answer	a
correct_answer_rationale	Churchill's references to the similarities of Congress to the House of Commons and his acknowledgment of government by and for the people suggest that he fully understands how Congress works.
incorrect_answer_1	b

incorrect_answer_rationale_1	This is no text evidence that suggests that Churchill is interested in learning how Congress works.
incorrect_answer_2	c
incorrect_answer_rationale_2	Reference to the House of Commons does not suggest that Churchill is uncertain about the similarities between the two governing bodies. The speech indicates that he knows each system quite well.
incorrect_answer_3	d
incorrect_answer_rationale_3	Churchill's knowledge of Congress is not limited. He references the similarities of Congress to the House of Commons and his acknowledgement of government by and for the people suggests that he fully understands how Congress works.
Scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.6.G Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas.
Objective	Students will evaluate details read to determine a key idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	What is the most likely reason Churchill mentions the Gettysburg Address in paragraph 3 of his speech?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	To show that he feels a connection to American ideals.
answer_b	To show that he is confident when speaking to Congress.
answer_c	To show that he has lived in happiness his whole life.
answer_d	To show that studying history is a good thing to do as a leader.
correct_answer	a
correct_answer_rationale	Churchill refers to the Gettysburg address to show the commonality between America and Great Britain in the ideals of a democratic government.
incorrect_answer_1	b
incorrect_answer_rationale_1	Churchill expresses confidence in his speech, but that does not explain why he included this reference in the speech to Congress.
incorrect_answer_2	c
incorrect_answer_rationale_2	When Churchill mentions harmony, he is talking about having peace with knowing that his ideals of government match that of

	America's ideals, not that he has been happy his whole life.
incorrect_answer_3	d
incorrect_answer_rationale_3	Studying history is a good thing to do, but that does not provide the reasoning for the inclusion of the reference to the Gettysburg address.
Scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
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 paraphrase a portion of a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	Reread this sentence from paragraph 4. "I owe my advancement entirely to the House of Commons, whose servant I am." Which of the following statements best paraphrases this sentence?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	I owe my success to the people I serve at the British House of Commons.
answer_b	I have changed the British House of Commons while I have worked there.
answer_c	The British House of Commons has made improvements during service there.
answer_d	I have promoted the work of the British House of Commons throughout my career.
correct_answer	a
correct_answer_rationale	This statement means that the speaker attributes their success

	and career advancement entirely to the House of Commons, which is a part of the British Parliament and is made up of elected representatives. The speaker acknowledges that he sees himself as a servant of the House of Commons, suggesting that they are dedicated to serving the interests of the institution and its mission.
incorrect_answer_1	b
incorrect_answer_rationale_1	Nothing in the sentence suggests that Churchill has changed the British House of Commons.
incorrect_answer_2	c
incorrect_answer_rationale_2	Nothing in the sentence suggests that Churchill has improved the British House of Commons.
incorrect_answer_3	d
incorrect_answer_rationale_3	Nothing in the sentence suggests that Churchill has promoted the British House of Commons.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
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 recognize evidence to support a central idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	Reread paragraph 2 from the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> " "I may confess, however, that I do not feel quite like a fish out of water in a legislative assembly where English is spoken. I am a child of the House of Commons. I was brought up in my father's house to believe in democracy. 'Trust the people.' That was his message. I used to see him cheered at meetings and in the streets by crowds of workingmen way back in those aristocratic Victorian days when as Disraeli said 'the world was for the few, and for the very few.'"
	Which phrase from the paragraph supports the central idea that Churchill feels he has a common understanding with the members of Congress?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	"I do not feel quite like a fish out of water"

answer_b	<i>"I am a child of the House of Commons"</i>
answer_c	<i>"I was brought up in my father's house"</i>
answer_d	<i>"cheered at meetings and in the streets by crowds of workingmen"</i>
correct_answer	a
correct_answer_rationale	The central idea of the paragraph is that Churchill identifies with and feels he has a common understanding with the members of Congress. This phrase means that he feels comfortable working with them. The rest of the paragraph supports the idea with details and examples.
incorrect_answer_1	b
incorrect_answer_rationale_1	These are details in the paragraph not the central idea presented.
incorrect_answer_2	c
incorrect_answer_rationale_2	These are details in the paragraph not the central idea presented.
incorrect_answer_3	d
incorrect_answer_rationale_3	These are details in the paragraph not the central idea presented.
Scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.9.D.iii 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: (iii) organizational patterns such as logical order and order of importance.
Objective	Students will recognize the organizational pattern of a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	How is the information in paragraph 3 organized?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	A compare-and-contrast pattern is used.
answer_b	A description pattern is used.
answer_c	A chronological order pattern is used.
answer_d	A cause-and-effect pattern is used.
correct_answer	a
correct_answer_rationale	Churchill compares forces in America and Britain and compares its ideals to those of Lincoln.
incorrect_answer_1	b
incorrect_answer_rationale_1	This paragraph does not use a descriptive organizational pattern; instead it makes comparisons and contrasts.
incorrect_answer_2	c
incorrect_answer_3	This paragraph does list events in time order; instead it makes

rationale_2	comparisons and contrasts.
incorrect_answer_3	d
incorrect_answer_rationale_3	This paragraph does not associate actions with causes; instead, it makes comparisons and contrasts.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.9.E.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: (E) recognize characteristics and structures of argumentative text by: (i) identifying the claim.
Objective	Students will identify a claim in a historical speech.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	<p>Reread these sentences from paragraphs 4 and 5.</p> <p>"The House of Commons, if they thought the people wanted it, could, by a simple vote, remove me from my office. But I am not worrying about it at all.</p> <p>As a matter of fact I am sure they will approve very highly of my journey here, for which I obtained the King's permission, in order to meet the President of the United States and to arrange with him for all that mapping out of our military plans and for all those intimate meetings of the high officers of the armed services in both countries which are indispensable for the successful prosecution of the war."</p> <p>What claim does Churchill make in these paragraphs?</p>

prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Churchill claims that the British House of Commons approves of his goal of collaborating with the United States in joint military plans.
answer_b	Churchill claims that the British House of Commons will re-elect him as their leader.
answer_c	Churchill claims to know what the United States military plans are.
answer_d	Churchill claims to have permission from both the British and United States to make military plans for the armed services of both countries.
correct_answer	a
correct_answer_rationale	In these sentences, Churchill says that he knows that the House of Commons and the King of England approve of his goal to foster collaboration in military plans with the United States.
incorrect_answer_1	b
incorrect_answer_rationale_1	These sentences mention the ability of the House of Commons to remove him, but there is no mention of reelection.
incorrect_answer_2	c
incorrect_answer_rationale_2	There is no text evidence that Churchill knows details of US military plans.
incorrect_answer_3	d
incorrect_answer_rationale_3	There is no text evidence that Churchill has authorization to make military plans.
Scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.9.E.ii 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: (E) recognize characteristics and structures of argumentative text by: (ii) explaining how the author has used facts for or against an argument.
Objective	Students will explain how the author uses reasons to support an argument.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	In paragraphs 3 and 4, what reason does Churchill use to show that he appreciates American history?
Prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	<i>I have been in full harmony all my life (paragraph 3)</i>
answer_b	<i>I have steered confidently towards the Gettysburg ideal of government (paragraph 3)</i>
answer_c	<i>In my country as in yours public men are proud to be the servants of the State (paragraph 4)</i>
answer_d	<i>But I am not worrying about it at all (paragraph 4)</i>
correct_answer	b
correct_answer_rationale	In paragraph 3, Churchill describes how he has steered confidently towards the principles of the United States, which demonstrates his claim that the United States and Great Britain were connected in their ideals.
incorrect_answer_1	a

incorrect_answer_rationale_1	This portion of the text does not state why Churchill feels in harmony, so it does not provide evidence for the connection between the two countries.
incorrect_answer_2	c
incorrect_answer_rationale_2	This sentence articulates a commonality between public servants but does not fully support the connection of ideals between the two countries.
incorrect_answer_3	d
incorrect_answer_rationale_3	This sentence does not support the connection of ideals between the two countries. He is speaking about his own election in Great Britain.
Scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.11.B.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: (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.
Objective	Students will organize a draft by applying an appropriate transition.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	<i>Excerpt from Churchill's Speech to Congress 1941</i>

QUESTION

Element	Value
stimulus	Refer to the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> "
question_stem	A student wrote these sentences after reading the passage, " <i>Excerpt from Churchill's Speech to Congress 1941.</i> " Churchill will meet with the President after he speaks to Congress. He will discuss joint military plans between the United States and Britain. What is the most effective transition to add to the beginning of the second sentence?
Prompt	Select the best answer.
Randomize_answer_choices	yes
answer_a	Likewise
answer_b	Usually
answer_c	Specifically
answer_d	Nevertheless

correct_answer	c
correct_answer_rationale	The second sentence provides more detailed information about the meeting identified in the first, so <i>specifically</i> works best as a transition.
incorrect_answer_1	a
incorrect_answer_rationale_1	<i>Likewise</i> means <i>similarly</i> and that doesn't make sense in the context of these sentences. The second sentence provides more detailed information about the meeting identified in the first, so <i>specifically</i> works best as a transition.
incorrect_answer_2	b
incorrect_answer_rationale_2	<i>Usually</i> means <i>most of the time</i> and that doesn't make sense in the context of these sentences. The second sentence provides more detailed information about the meeting identified in the first, so <i>specifically</i> works best as a transition.
incorrect_answer_3	d
incorrect_answer_rationale_3	<i>Nevertheless</i> , means <i>however</i> and that doesn't make sense in the context of these sentences. The second sentence provides more detailed information about the meeting identified in the first, so <i>specifically</i> works best as a transition.
Scoring	Exact match; 1 point

Grade	5
Unit/Domain	World War II
Copyright (Original or Public Domain)	original
Reference art	https://www.cia.gov/stories/story/navajo-code-talkers-and-the-unbreakable-code/ https://www.si.edu/newsdesk/snapshot/unbreakable-navajo-code https://bigthink.com/high-culture/navajo-language/
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	8.1
Word Count	498
Title	Code Talkers
Author	OER K-5 RLA

Code Talkers



[https://commons.wikimedia.org/wiki/File:Navajo Code Talker statue in Window Rock park, January 2019.jpg](https://commons.wikimedia.org/wiki/File:Navajo_Code_Talker_statue_in_Window_Rock_park,_January_2019.jpg)

(1) During World War II, like in most wars, there was a need to send secret messages in battle to ensure troops could communicate without the enemy intercepting the message. It was

critical that the messages were sent quickly and securely. In World War II, most messages were sent by radio. Radios could be overheard, so a secret code based on the Navajo language was developed and used.

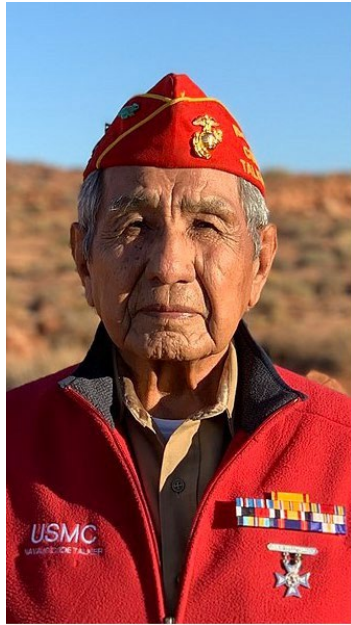
(2) Native American languages were first used as a code in World War I. In that war, the Choctaw language was used. The Choctaw lived originally in Alabama and Mississippi. Their language was first written in the early 19th century. The use of code based on the Choctaw language was very successful in World War I. Because of its successful use in World War I, and the fact that it was a written language, the American military was concerned that the Choctaw code would not work as well in World War II.

(3) Philip Johnson had a deep understanding of Native American languages. As a son of missionaries, he grew up on a Navajo reservation and learned to speak Navajo. Because he had served the United States in World War I, he knew about the use of the Choctaw code to send messages. When he read in a newspaper that the military was working on a new code for World War II, he suggested to the Marines that they use the Navajo language as the basis for the new code. And that's just what they did!

(4) The Navajo language is a very complicated language to learn because it is spoken, but not written, and is based on Navajo customs. It has more sounds than English: 33 consonants and 12 vowels. It has grammar that is different from other languages. It is also a tonal language, meaning that the same word said at a different pitch has a different meaning. The complexity of the language made it ideal to be the basis of a secret code.

(5) Johnson recruited 30 people who spoke Navajo to develop the code. They were called Code Talkers. They substituted words and developed an alphabet system. In an early test of this new system, Code Talkers were able to encode, transmit, and decode, or decipher the message in two and a half minutes! Without the code and the Code Talkers, it would have taken soldiers more than an hour to do.

(6) The Code Talkers were an instrumental help to the Marines in the Pacific Theater, as they sent and received tactical information, communicating information about plans and actions to be taken. The information helped the Marines take Iwo Jima, a strategically important site for the United States to control. Commanders and fellow Marines recognized and appreciated the hard work of the Code Talkers. Although they were well respected, this endeavor was kept secret to ensure safety and security, so they were not honored publicly until information about the war was declassified years later.



[https://commons.wikimedia.org/wiki/File:Peter MacDonald, Sr. Navajo Code Talker World War I.jpg](https://commons.wikimedia.org/wiki/File:Peter_MacDonald,_Sr._Navajo_Code_Talker_World_War_I.jpg)

Item #	11
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.3.C 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 <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> .
Objective	Students will use roots to determine word meaning.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage "Code Talkers."
question_stem	Read this information about the origin of <u>intercepting</u> . <div>from Latin <i>interceptionem</i>, meaning "a seizing, taking away"</div>
	The origin helps the reader understand that the word intercepting in paragraph 1 means -
Prompt	<i>Select the best answer.</i>
Randomize_answer_choices	yes
answer_a	stopping
answer_b	releasing
answer_c	losing
answer_d	reading
correct_answer	a
correct_answer_rationale	<i>Intercepting</i> means seizing and preventing from continuing to a destination.
incorrect_answer_1	b

incorrect_answer_rationale_1	<i>Intercepting</i> means seizing and preventing from continuing to a destination, so releasing is not the correct definition of intercepting.
incorrect_answer_2	c
incorrect_answer_rationale_2	<i>Losing</i> means being unable to find something. That is not what intercepting means, which means seizing and preventing it. That means they had the message in their grasp.
incorrect_answer_3	d
incorrect_answer_rationale_3	While it is likely the messages may have been read, they had to be intercepted or seized before this could occur.
Scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 3.5.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: (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.
Objective	Students will identify the definition of a word.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value					
Stimulus	Refer to the passage, "Code Talkers."					
question_stem	<p>Read the dictionary entry.</p> <table><tr><td>reservation \rez-er-vā-shen\ <i>noun</i></td></tr><tr><td>1. the act of reserving something</td></tr><tr><td>2. a doubt</td></tr><tr><td>3. an area set aside for occupation</td></tr><tr><td>4. a right or an interest kept or given</td></tr></table> <p>Which definition best matches the meaning of <u>reservation</u> in paragraph 3 of the passage, "Code Talkers"?</p>	reservation \rez-er-vā-shen\ <i>noun</i>	1. the act of reserving something	2. a doubt	3. an area set aside for occupation	4. a right or an interest kept or given
reservation \rez-er-vā-shen\ <i>noun</i>						
1. the act of reserving something						
2. a doubt						
3. an area set aside for occupation						
4. a right or an interest kept or given						
Prompt	Select the best answer.					
Randomize_answer_choices	Yes					
answer_a	Definition 1					
answer_b	Definition 2					
answer_c	Definition 3					
answer_d	Definition 4					

correct_answer	c
correct_answer_rationale	Johnson grew up on a Navajo reservation, an area set aside for the occupation by Native Americans.
incorrect_answer_1	a
incorrect_answer_rationale_1	This definition does not make sense in the context of the paragraph.
incorrect_answer_2	b
incorrect_answer_rationale_2	This definition does not make sense in the context of the paragraph.
incorrect_answer_3	d
incorrect_answer_rationale_3	This definition does not make sense in the context of the paragraph.
Scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.6.F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding.
Objective	Students will make inferences using evidence to support understanding.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage, "Code Talkers."
question_stem	Based on the details in paragraphs 2 through 4, what can the reader infer about Native American languages?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	Some Native American languages were more complex than others.
answer_b	Most Native American languages were challenging to learn.
answer_c	Only the Choctaw language was used to develop secret codes.
answer_d	Many Native American languages are similar to each other.
correct_answer	a
correct_answer_rationale	The details in paragraph 4 suggest that the Navajo language is significantly more complex than the Choctaw language.
incorrect_answer_1	b
incorrect_answer_rationale_1	The text evidence states that Navajo is difficult to learn but similar suggestions are not made of the Choctaw language.
incorrect_answer_2	c

incorrect_answer_rationale_2	The Choctaw were not the only language used to develop secret codes during World War I and World War II.
incorrect_answer_3	d
incorrect_answer_rationale_3	There is text evidence that suggests that Native American languages are quite different from each other.
Scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.7.C Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response.
Objective	Students will use text evidence to support a response.
DOK Level	2
Question Type	Hot Text

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage "Code Talkers."
question_stem	Reread paragraph 3. [Philip Johnson had a deep understanding of Native American languages.] [As a son of missionaries, he grew up on a Navajo reservation and learned to speak Navajo.] [Because he had served the United States in World War I, he knew about the use of the Choctaw code to send messages.] [When he read in a newspaper that the military was working on a new code for World War II, he suggested to the Marines that they use the Navajo language as the basis for the new code.] [And that's just what they did!] Which sentence from the paragraph shows that Johnson had an idea to support the United States' success in World War II?
Prompt	Select ONE correct answer.
correct_answer (key)	[When he read in a newspaper that the military was working on a new code for World War II, he suggested to the Marines that

	they use the Navajo language as the basis for the new code.]
correct_answer_rationale	This sentence shows that Johnson had an idea and took the initiative to help the military achieve success, suggesting that he wanted to support the United States' success in World War II.
incorrect_answer_rationale	The other sentences in the paragraph provide descriptive details of Johnson, his history, and the US military's actions, but they do not suggest his support of the US military and its success in WWII.
Scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
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 summarize a portion of a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage, "Code Talkers."
question_stem	Reread paragraph 5. "Johnson recruited 30 people who spoke Navajo to develop the code. They were called Code Talkers. They substituted words and developed an alphabet system. In an early test of this new system, Code Talkers were able to encode, or transmit, and decode, or decipher the message in two and a half minutes! Without the code and the Code Talkers, it would have taken soldiers more than an hour to do." Which statement best summarizes this paragraph?
Prompt	Select the best answer.

randomize_answer_choices	yes
answer_a	Johnson recruited Code Talkers to develop, send, receive, and translate secret messages quickly.
answer_b	The 30 people who spoke Navajo worked to decipher messages developed based on the Navajo language.
answer_c	Johnson recruited and successfully trained Code Talkers to send, receive, and translate secret messages quickly.
answer_d	Code Talkers were faster than soldiers in sending, receiving, and translating secret messages.
correct_answer	a
correct_answer_rationale	This statement includes all the key details in the paragraph.
incorrect_answer_1	b
incorrect_answer_rationale_1	This statement fails to include all the important details in the paragraph.
incorrect_answer_2	c
incorrect_answer_rationale_2	Johnson did not train the Code Talkers; he only recruited them. They developed and used the code.
incorrect_answer_3	d
incorrect_answer_rationale_3	While this is a detail in the paragraph, the statement fails to include all important details.
Scoring	Exact match; 1 point

Item #	16
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
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 identify the central ideas using supporting evidence in a text.
DOK Level	2
Question Type	Multiple Select

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage "Code Talkers."
question_stem	What are the central ideas in this selection?
prompt	Select the THREE correct answers.
Randomize_answer_choices	yes
answer_a	The complexity of the Navajo language made it an ideal basis for a secret code.
answer_b	Johnson's knowledge of Native American languages made him an invaluable resource for developing a secret code for World War II.
answer_c	The Navajo language is more complex than any other Native American language.
answer_d	The Choctaw language was not written until the early 19 th century.
answer_e	Code Talkers were able to use the code to successfully communicate throughout the war.
correct_answer (key)	a, b, e
correct_answer_rationale	These ideas comprise the central ideas of the text.

incorrect_answers	c, d
incorrect answer_rationale_all	These are details in the text, but they are not central ideas.
Scoring	Partial match; 1 point (.33 each)

Item #	17
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.9.D.iii 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: (iii) organizational patterns such as logical order and order of importance.
Objective	Students will recognize the organizational pattern in a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage "Code Talkers."
question_stem	How does the author organize paragraph 3?
prompt	Select the best answer.
Randomize_answer_choices	yes
answer_a	By using order of importance
answer_b	By using compare and contrast
answer_c	By using descriptive details
answer_d	By using cause and effect
correct_answer	d
correct_answer_rationale	The author details causes and effects throughout the paragraph.
incorrect_answer_1	a
incorrect_answer_rationale_1	The author does not begin the paragraph nor order the paragraph by the most important event.
incorrect_answer_2	b
incorrect_answer_rationale_2	The author uses comparison in paragraph 4 but not in this paragraph.

incorrect_answer_3	c
incorrect_answer_rationale_3	Although descriptive details are included, this is not how the paragraph is organized.
Scoring	Exact match; 1 point

Item #	18
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
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 edit drafts by identifying and using the past tense of irregular verbs.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value		
stimulus	Refer to the passage, "Code Talkers." After reading the passage, a student wrote this sentence. Which verb completes the sentence correctly?		
question_stem	If the enemy	A break B broke C broken D breaked	the code, they would be able to read the secret messages.
prompt	Select <i>the correct answer</i> .		
randomize_answer_choices	yes		
answer_a	break		
answer_b	broke		
answer_c	broken		
answer_d	breaked		
correct_answer	b		
correct_answer_rationale	This is the correct form of the irregular past tense of <i>break</i> .		
incorrect_answer_1	a		
incorrect_answer_	The action happened in the past, so the verb should be in the past.		

rationale_1	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>break</i> .
scoring	Exact match; 1 point

Item #	19
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.11.D.x Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.
Objective	Students will edit drafts by correctly punctuating a complex sentence.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value
stimulus	Refer to the passage, "Code Talkers."
question_stem	After reading the passage, "Code Talkers," a student wrote this sentence. After Johnson thought about the Navajo language he reached out to the Marines about developing a new code with a different Native American language. What change is needed in the sentence?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	Change thought to think
answer_b	Insert a comma after language
answer_c	Delete After
answer_d	Change with to across
correct_answer	b

correct_answer_rationale	A comma is needed after an introductory subjective clause.
incorrect_answer_1	a
incorrect_answer_1_rationale	The action occurs in the past, so the past tense is correct.
incorrect_answer_2	c
incorrect_answer_rationale_2	The word <i>After</i> correctly introduces the subjective clause, establishing its importance in the sentence.
incorrect_answer_3	d
incorrect_answer_rationale_3	This is the appropriate preposition to use to indicate that the code would be developed using a different Native American language.
scoring	Exact match; 1 point

Item #	20
Discipline	ELA
Grade Level	5
Assessment Type	End of Unit
Unit/Domain Title	World War II
Standard	TEKS 5.11.D.v 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 (v) conjunctive adverbs.
Objective	Students will use conjunctive adverbs correctly.
DOK Level	2
Question Type	Inline Choice

PASSAGE

Element	Value
passage_link	
passage_title	Code Talkers

QUESTION

Element	Value		
stimulus	Refer to the passage "Code Talkers." After reading the passage, a student wrote this sentence. Which conjunctive adverb completes the sentence correctly?		
question_stem	The code talkers practiced their skills;	A anyway, B however, C instead, D therefore,	they became expert communicators, blending their native language with military strategy.
prompt	Select <i>the correct answer</i> .		
Randomize_answer_choice	Yes		
answer_a	anyway		
answer_b	finally		
answer_c	instead		
answer_d	therefore		
correct_answer	d		
correct_answer_rationale	Because the Code Talkers practiced, they became experts. The conjunctive adverb <i>therefore</i> indicates that the next clause will be a result of the first.		

incorrect_answer_1	a
incorrect_answer_rationale_1	Because the Code Talkers practiced, they became experts. The conjunctive adverb <i>anyway</i> would indicate that the action in the next clause is beside the fact not as a result.
incorrect_answer_2	b
incorrect_answer_rationale_2	Because the Code Talkers practiced, they became experts. The conjunctive adverb <i>however</i> would indicate that the action was in spite of something else.
incorrect_answer_3	c
incorrect_answer_rationale_3	Because the Code Talkers practiced, they became experts. The conjunctive adverb <i>instead</i> would indicate that the action in the next clause happened in place of not as a result.
scoring	Exact match; 1 point

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA