

Grade	K
Unit/Domain	The Five Senses
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Lexile/Average Grade Level	Unavailable at this time
Word Count	267
Flesch-Kincaid	3.9
Title	Service Animals
Author (if applicable)	Rachel Kapelke-Dale

### Service Animals

(1) Service animals are animals that go to work every day to help people with disabilities live independently. They can be trained to help people with things like cooking, opening doors, or getting from place to place. Not all people with disabilities use service animals, but they can be very helpful to the people that do use them.



<https://pixabay.com/photos/service-dog-dog-animal-pet-mammal-1633976/>

(2) Service animals use their sight. They use their eyes to help people find their way around if the people cannot see. Service animals also use their ears to help people who cannot hear. They can signal or make a sign, such as laying down or nudging a hand with their nose, to alert or guide them.



<https://pixabay.com/photos/service-dog-dog-golden-retriever-2098366/>

(3) Service animals use their sense of touch. Service dogs feel with their paws. Animals can also feel with their mouths. Using this ability helps animals pick up things for people who have trouble bending over. They use their senses of smell and taste to know if their people are in danger. To do this, they use their noses and mouths. For example, some service dogs can smell if a person is getting sick!



Credit: U.S. Air Force/Samuel King Jr.

<https://www.eglin.af.mil/News/Photos/igphoto/2001512397/>

(4) Service animals work very hard to learn. They have to focus on using their eyes, ears, noses, mouths, and paws. They must be able to keep their attention on the person they are helping. It can take a long time to train an animal. A dog needs several months of training. Training a helper monkey can take seven years! After training they are matched with a person who wants and needs their assistance. They often form a special bond with their person.

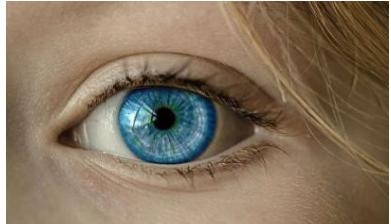
Item #	1
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.3.B</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will identify the body parts associated with the five senses.
DOK Level	1
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage "Service Animals."
question_stem	The passage says, "Service animals use their sight." Select the image that shows which body part you use for <i>sight</i> .
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	ear  <a href="https://pixabay.com/photos/close-up-communication-deaf-ear-18753/">https://pixabay.com/photos/close-up-communication-deaf-ear-18753/</a>
answer_b	eye  <a href="https://pixabay.com/photos/eye-blue-eye-iris-pupil-face-1173863/">https://pixabay.com/photos/eye-blue-eye-iris-pupil-face-1173863/</a>
answer_c	hand  <a href="https://www.shutterstock.com/image-photo/childs-hand-pencil-isolated-on-white-1676975866">https://www.shutterstock.com/image-photo/childs-hand-pencil-isolated-on-white-1676975866</a>
correct_answer	b
correct_answer_rationale	The correct answer is "eye." The passage says, "Service animals use their sight. They use their eyes to help people."
incorrect_answer_1	a
incorrect_answer_rationale_1	Ears are used to hear and not for sight.
incorrect_answer_2	c
incorrect_answer_rationale_2	Hands are used for touch and not for sight.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.3.B</p> <p>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 illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will identify the five senses.
DOK Level	1
Question Type	Multiple choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage “Service Animals.”
question_stem	What could a service animal use its ears to sense?
prompt	<i>Select the <b>best</b> answer.</i>

answer_a	<p>a boy singing</p>  <p><a href="https://respeecher.com/voice-conversion-for-childrens-voices-additional-dialogue-recording-adr-and-animation-dialogue (respeecher.com)">Voice Conversion for Children's Voices: Additional Dialogue Recording (ADR) and Animation Dialogue (respeecher.com)</a></p>
answer_b	<p>a stop sign</p>  <p><a href="https://pixabay.com/photos/stop-shield-traffic-sign-road-sign-634941/">https://pixabay.com/photos/stop-shield-traffic-sign-road-sign-634941/</a></p>
answer_c	<p>berries</p>  <p><a href="https://pixabay.com/photos/background-berries-berry-2277/">https://pixabay.com/photos/background-berries-berry-2277/</a></p>
correct_answer	a
correct_answer_rationale	A service animal could hear a boy singing.
incorrect_answer_1	b
incorrect_answer_rationale_1	A service animal would not use its ears to sense a stop sign.
incorrect_answer_2	c
incorrect_answer_rationale_2	A service animal would not use its ears to sense berries.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.3.B</p> <p>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 illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will identify the five senses.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage "Service Animals."
question_stem	What could a service animal use its nose to sense?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes

answer_a	drums  <a href="https://pixabay.com/photos/bongo-drums-music-concert-1696800/">https://pixabay.com/photos/bongo-drums-music-concert-1696800/</a>
answer_b	raindrops  <a href="https://pixabay.com/photos/rain-drops-rainy-wet-droplets-455124/">https://pixabay.com/photos/rain-drops-rainy-wet-droplets-455124/</a>
answer_c	food  <a href="#">Food Dish Cheese - Free photo on Pixabay - Pixabay</a>
correct_answer	c
correct_answer_rationale	The correct answer is “food.” A service animal could smell food with its nose.
incorrect_answer_1	a
incorrect_answer_rationale_1	Drums are musical instruments that make a sound rather than smell.
incorrect_answer_2	b
incorrect_answer_rationale_2	Water does not have a distinctive smell. While dogs may be able to smell water, the food will have a stronger smell.
scoring	Exact match; 1 point

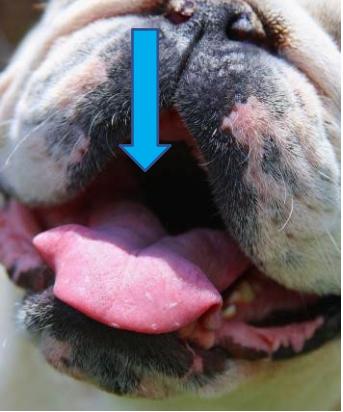
Item #	4
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.3.B</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will identify the body parts associated with the five senses.
DOK Level	1
Question Type	Multiple choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage “Service Animals.”
question_stem	Select the image that shows which body part service animals use for hearing.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	paw  <a href="https://pixabay.com/photos/paw-hand-friendship-dog-human-548634/">https://pixabay.com/photos/paw-hand-friendship-dog-human-548634/</a>
answer_b	mouth  <a href="https://pixabay.com/photos/bulldog-bull-dog-happy-english-dog-1275764/">https://pixabay.com/photos/bulldog-bull-dog-happy-english-dog-1275764/</a>
answer_c	ears  <a href="https://pixabay.com/photos/dog-young-dog-the-muzzle-of-the-dog-3981506/">https://pixabay.com/photos/dog-young-dog-the-muzzle-of-the-dog-3981506/</a>
correct_answer	c
correct_answer_rationale	Service animals use their ears to hear.
incorrect_answer_1	a
incorrect_answer_rationale_1	Service animals do not use their paws to hear.
incorrect_answer_2	b
incorrect_answer_rationale_2	Service animals do not use their mouths to hear.
scoring	Exact match; 1 point

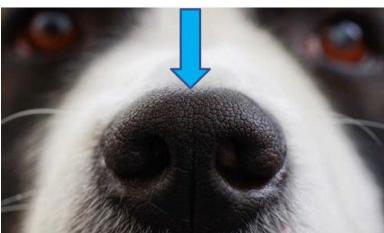
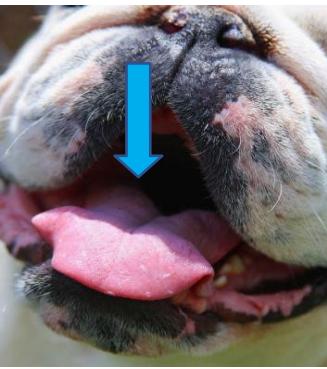
Item #	5
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.3.B</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>
Objective	Students will identify the body parts associated with the five senses.
DOK Level	1
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage “Service Animals.”
question_stem	Select the image that shows which body part service animals use to taste.
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	yes

answer_a	nose  <a href="https://pixabay.com/photos/dog-nose-snout-animal-head-eyes-2225537/">https://pixabay.com/photos/dog-nose-snout-animal-head-eyes-2225537/</a>
answer_b	mouth  <a href="https://pixabay.com/photos/bulldog-bull-dog-happy-english-dog-1275764/">https://pixabay.com/photos/bulldog-bull-dog-happy-english-dog-1275764/</a>
answer_c	eyes  <a href="https://www.shutterstock.com/image-photo/closeup-portrait-tricolor-beagle-dog-focus-406867687">https://www.shutterstock.com/image-photo/closeup-portrait-tricolor-beagle-dog-focus-406867687</a>
correct_answer	b
correct_answer_rationale	The correct answer is “mouth.” Service animals taste with their mouths and tongues.
incorrect_answer_1	a
incorrect_answer_rationale_1	Service animals do not taste with their noses.
incorrect_answer_2	c
incorrect_answer_rationale_2	Service animals do not taste with their eyes.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.5.F</p> <p>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 with adult assistance.</p>
Objective	Students will make inferences.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage, "Service Animals."
question_stem	Select the image that shows something a service animal could do to help a person that cannot see.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	<p>A service animal could let them know a car is coming.</p>  <p><a href="https://pixabay.com/photos/taxi-cab-taxicab-taxi-cab-new-york-238478/">https://pixabay.com/photos/taxi-cab-taxicab-taxi-cab-new-york-238478/</a></p>
answer_b	<p>A service animal could let them know that it is snowing.</p>  <p><a href="https://pixabay.com/photos/winter-wintry-snow-snowy-snowfall-1861704/">https://pixabay.com/photos/winter-wintry-snow-snowy-snowfall-1861704/</a></p>
answer_c	<p>A service animal could taste food for them.</p>  <p><a href="#">Food Dish Cheese - Free photo on Pixabay - Pixabay</a></p>
correct_answer	a
correct_answer_rationale	<p>A service animal could let someone know if a car is coming. This helps people safely cross the street.</p>
incorrect_answer_1	b
incorrect_answer_rationale_1	A service animal would not alert someone that it is snowing.
incorrect_answer_2	c
incorrect_answer_rationale_2	A service dog would not taste a human's food for them.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.3.C</p> <p>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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>
Objective	Students will demonstrate an understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Service Animals

#### QUESTION

Element	Value
stimulus	Refer to the passage, "Service Animals."
question_stem	<p>The passage says, "Service animals work very hard to learn. They have to <u>focus</u> on using their eyes, ears, noses, mouths, and paws. They must be able to keep their attention on the person they are helping."</p> <p>What does the word <u>focus</u> mean in the text?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	to learn something new
answer_b	to look away from
answer_c	to give full attention to
correct_answer	c

correct_answer_rationale	The correct answer is “to give full attention to” because the text states that, “They must be able to keep their attention on the person they are helping,” which provides the context for the word <i>focus</i> .
incorrect_answer_1	a
incorrect_answer_rationale_1	<i>Focus</i> does not mean “to learn something new.”
incorrect_answer_2	b
incorrect_answer_rationale_2	To look away from something is the opposite of what it means to focus.
scoring	Exact match; 1 point

Grade	K
Unit/Domain	The Five Senses
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	<a href="https://makingmusicfun.net/htm/f_mmf_music_library/hey-kids-meet-ludwig-van-beethoven.php">https://makingmusicfun.net/htm/f_mmf_music_library/hey-kids-meet-ludwig-van-beethoven.php</a> <a href="http://kidsmusiccorner.co.uk/composers/classical/beethoven/">http://kidsmusiccorner.co.uk/composers/classical/beethoven/</a> <a href="https://www.classicsforkids.com/podcast/ludwig-van-beethoven-1-about-ludwig-van-beethoven/">https://www.classicsforkids.com/podcast/ludwig-van-beethoven-1-about-ludwig-van-beethoven/</a>
Lexile/Average Grade Level	Unavailable at this time
Word Count	156
Flesch-Kincaid	6.3
Title	Biography of Beethoven
Author (if applicable)	Rachel Kapelke-Dale

### Biography of Beethoven



<https://commons.wikimedia.org/wiki/File:Beethovensmall.jpg>

(1) Ludwig van Beethoven was a German composer. This means he wrote music. He was born in 1770. He first learned about music from his father. As a child, Beethoven played music in public to make money. He could play three instruments by the age of eight.

(2) When he grew up, Beethoven moved to Vienna, Austria. There, he became famous for playing the piano. Beethoven also had another talent. He could write music, as well. This is called composing.



[https://commons.wikimedia.org/wiki/File:Strkw\\_15\\_a\\_Beethoven\\_thema.jpg](https://commons.wikimedia.org/wiki/File:Strkw_15_a_Beethoven_thema.jpg)

(3) When he was 30, Beethoven started to lose his hearing. Most people thought that hearing was important for a professional musician. However, Beethoven kept composing. He kept composing even when he could no longer hear the piano. He also kept performing and conducting, or leading, other musicians.



[https://commons.wikimedia.org/wiki/File:Beethoven\\_conducting\\_a\\_quartet.jpg](https://commons.wikimedia.org/wiki/File:Beethoven_conducting_a_quartet.jpg)

(4) Beethoven wrote nine symphonies, which are long works for many musicians. He also wrote many other types of music. His work was very new and interesting to people at the time.

<b>Item #</b>	8
<b>Discipline</b>	ELA
<b>Grade Level</b>	K
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Five Senses
<b>TEKS</b>	TEKS K.8.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 and supporting evidence with adult assistance.
<b>Objective</b>	Students will identify the central idea of a biography.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Biography of Beethoven

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Biography of Beethoven."
question_stem	What is this passage mostly about?
prompt	Select the <b>best</b> answer.
randomize_answer_choices	yes

answer_a	Beethoven  <a href="https://commons.wikimedia.org/wiki/File:Beethovensmall.jpg">https://commons.wikimedia.org/wiki/File:Beethovensmall.jpg</a>
answer_b	music  <a href="https://commons.wikimedia.org/wiki/File:Strkw_15_a_Beethoven_the_ma.jpg">https://commons.wikimedia.org/wiki/File:Strkw_15_a_Beethoven_the_ma.jpg</a>
answer_c	conducting  <a href="https://commons.wikimedia.org/wiki/File:Beethoven_conducting_a_quartet.jpg">https://commons.wikimedia.org/wiki/File:Beethoven_conducting_a_quartet.jpg</a>
correct_answer	a
correct_answer_rationale	The correct answer is “Beethoven.” This text is about Beethoven’s life.
incorrect_answer_1	b
incorrect_answer_rationale_1	Music is presented as a detail about Beethoven’s life.
incorrect_answer_2	c
incorrect_answer_rationale_2	Conducting is presented as a detail about Beethoven’s life.
scoring	Exact match; 1 point

<b>Item#</b>	9
<b>Discipline</b>	ELA
<b>Grade Level</b>	K
<b>Assessment Type</b>	End of Unit
<b>Unit/Domain Title</b>	The Five Senses
<b>TEKS</b>	<p>TEKS K.6.D</p> <p>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 texts in ways that maintain meaning.</p>
<b>Objective</b>	Students will sequence facts and events from a biography.
<b>DOK Level</b>	2
<b>Question Type</b>	Multiple Choice

#### PASSAGE

<b>Element</b>	<b>Value</b>
passage_link	
passage_title	Biography of Beethoven

#### QUESTION

<b>Element</b>	<b>Value</b>
stimulus	Refer to the passage, "Biography of Beethoven."
question_stem	What happens first in the passage?
prompt	<i>Select the best image.</i>
randomize_answer_choices	yes

answer_a	<p>Beethoven is born.</p>  <p><a href="https://pixabay.com/photos/baby-care-child-cute-hand-face-20339/">https://pixabay.com/photos/baby-care-child-cute-hand-face-20339/</a></p>
answer_b	<p>Beethoven becomes a conductor.</p>  <p><a href="#">Conductor Andrea Vitello Concert - Free photo on Pixabay -</a></p>
answer_c	<p>Beethoven learns to play the piano.</p>  <p><a href="https://pixabay.com/photos/piano-boy-playing-learning-78492/">https://pixabay.com/photos/piano-boy-playing-learning-78492/</a></p>
correct_answer	a
correct_answer_rationale	First, Beethoven was born. Next, he played the piano when he was a boy. Finally, he grew up and became a conductor.
incorrect_answer_1	b
incorrect_answer_rationale_1	Playing the piano happened after Beethoven was born.
incorrect_answer_2	c
incorrect_answer_rationale_2	Beethoven became a conductor after he was born and after he learned to play the piano.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	The Five Senses
TEKS	<p>TEKS K.6.F</p> <p>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: (F) respond using newly acquired vocabulary as appropriate.</p>
Objective	Students will demonstrate an understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

#### PASSAGE

Element	Value
passage_link	
passage_title	Biography of Beethoven

#### QUESTION

Element	Value
stimulus	Refer to the passage, "Biography of Beethoven."
question_stem	Select the image that shows composing music.
prompt	<i>Select the <b>best</b> answer.</i>
randomize_answer_choices	no

answer_a	 <a href="https://pixabay.com/photos/violin-music-instrument-musical-3623676/">https://pixabay.com/photos/violin-music-instrument-musical-3623676/</a>
answer_b	 <a href="https://pixabay.com/photos/piano-boy-playing-learning-78492/">https://pixabay.com/photos/piano-boy-playing-learning-78492/</a>
answer_c	 <a href="https://commons.wikimedia.org/wiki/File:Strkw_15_a_Beethoven_the_ma.jpg">https://commons.wikimedia.org/wiki/File:Strkw_15_a_Beethoven_the_ma.jpg</a>
correct_answer	c
correct_answer_rationale	The image shows music as it is written.
incorrect_answer_1	a
incorrect_answer_rationale_1	The image shows someone playing the violin, not writing music.
incorrect_answer_2	b
incorrect_answer_rationale_2	The image shows someone playing the piano, not writing music.
scoring	Exact match; 1 point

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