

Grade	K
Unit/Domain	Colonial and Native Americans
Copyright (original or public domain)	original
Reference art	https://www.shutterstock.com/image-vector/etching-engraving-handmade-style-illustration-log-268167644
Lexile/Average Grade Level	Unavailable at this time.
Word Count	277
Flesch Kincaid	6.7
Title	Daily Life in Colonial America
Author	OER K-5 RLA

Daily Life in Colonial America



- (1) Daily life in colonial America was very different from daily life today. People traveled across the ocean and could only bring a few things with them. They had to build a new life from almost nothing. They worked hard to build a better life for themselves and their families in America.
- (2) During this time, most people lived on a farm. There were very few towns in the colonies. Many families farmed their fields by themselves. Every member of the family had a job to do. They produced nearly everything they needed to survive. They raised their own food and made their own clothes. They not only made their own tools, but also made their own furniture. Most of them even built the houses that they lived in. Farmers sometimes had enough food left over to sell when the weather and the harvest were good.

- (3) With everyone having a job to do, there was often little time for school or play for most children. However, learning to read and write was important to many colonial parents, so these skills were taught to young children at home by either an older brother, older sister, or parent.
- (4) Attending church was very important to the colonists. Sunday was the only day of the week that the colonial farmer did not work. On Sunday, everyone went to church and came together as a community.
- (5) Life in colonial America was not easy. The colonists used every minute of daylight to get their work done. Families worked together to survive and make life better for one another. Their stories of hard work and determination continue to inspire us today.

Item #	1
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.6.C</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: (C) use text evidence to support an appropriate response.</p>
Objective	Students will use text evidence about colonial life to respond to a question.
DOK Level	2
Question Type	Multiple Choice

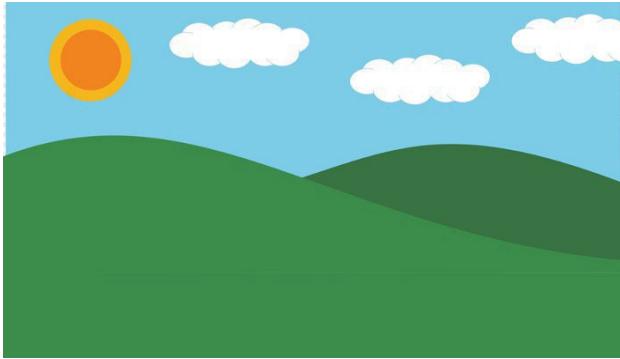
PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage "Daily Life in Colonial America."
question_stem	According to the text, how did people travel to America?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	<p>the ocean</p>  <p>https://pixabay.com/vectors/ocean-fish-waves-bird-life-sea-1221243/</p>
answer_b	<p>a lake</p>  <p>https://pixabay.com/vectors/%C5%82%C3%B3%C5%BA-lake-joint- water-beach-4547083/</p>

answer_c	<p>the land</p>  <p>https://pixabay.com/vectors/clouds-day-field-grass-greenery-161581/</p>
correct_answer	a
correct_answer_rationale	The passage says people “traveled across the ocean and could only bring a few things with them.”
incorrect_answer_1	b
incorrect_answer_1_rationale	A lake is not named in the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although people live on farms, the passage doesn’t say they travel across land to get to the colonies.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>K.8.D.i</p> <p>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.</p>
Objective	Students will recognize an important idea about life in colonial America.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage “Daily Life in Colonial America.”
question_stem	What is one job that family members did in colonial America?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	<p>make clothing</p>  <p>https://www.shutterstock.com/image-photo/female-hands-knitting-gray-wool-top-1027482889</p>
answer_b	<p>take care of sheep</p>  <p>https://www.shutterstock.com/image-photo/shepherd-herd-sheep-704598475</p>
answer_c	<p>print papers</p>  <p>https://www.shutterstock.com/image-photo/old-printing-machine-620295995</p>
correct_answer	a
correct_answer_rationale	The passage says, “They raised their own food and made their own clothes.”
incorrect_answer_1	b

incorrect_answer_1_rationale	Sheep are not mentioned in the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage doesn't talk about printing or a printing press.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.5.G</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 (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details in a text to determine an important idea about colonial life.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage “Daily Life in Colonial America.”
question_stem	According to the text, what was left over when the harvest was good?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	food
answer_b	water
answer_c	tools
correct_answer	a
correct_answer_rationale	The passage says, “Farmers sometimes had enough food left over to sell when the weather and the harvest were good.”
incorrect_answer_1	b
incorrect_answer_1_rationale	The farmers harvested food in the fields, not water.
incorrect_answer_2	c

incorrect_answer_2_ rationale	The farmers harvested food in the fields, not tools.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.5.G</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 (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine an important idea about colonial life.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage “Daily Life in Colonial America.”
question_stem	What did many colonial parents think was important for all children to learn?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	reading
answer_b	math
answer_c	science
correct_answer	a
correct_answer_rationale	The passage says, “Learning to read and write was important to many colonial parents, so these skills were taught to young children at home.”
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage doesn’t talk about math skills.
incorrect_answer_2	c

incorrect_answer_2_ rationale	The passage doesn't talk about science skills.
scoring	Exact match; 1 point

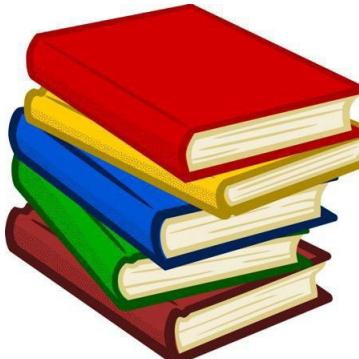
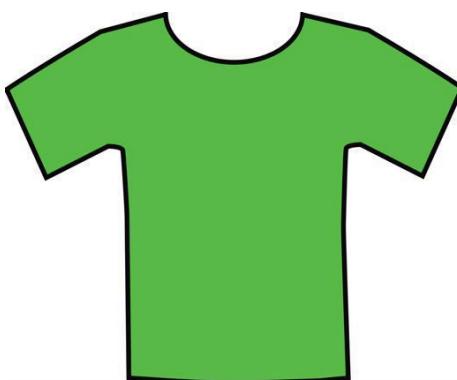
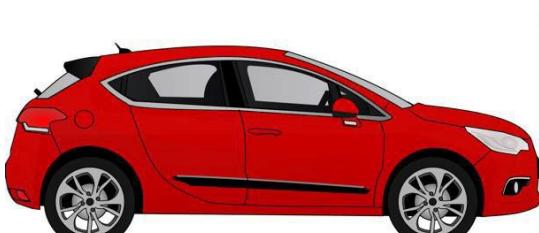
Item #	5
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.5.G</p> <p>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine important ideas about colonial life.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage, "Daily Life in Colonial America."
question_stem	According to the text, what is something that colonial families made?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	books  https://pixabay.com/vectors/books-literature-pile-study-2022464/
answer_b	clothes  https://pixabay.com/vectors/t-shirt-clothing-fashion-shirt-151499/
answer_c	cars  https://pixabay.com/vectors/automobile-car-red-french-old-1300467/
correct_answer	b
correct_answer_rationale	The passage says that “the colonists made their own clothes.”
incorrect_answer_1	a

incorrect_answer_1_rationale	The passage does not say that the colonists made their own books.
incorrect_answer_2	c
incorrect_answer_2_rationale	The colonists did not make their own cars, as those were not invented during this time in history.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.5.G</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 (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine an important idea from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage “Daily Life in Colonial America.”
question_stem	Where did most colonial children learn to read and write?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	at home
answer_b	at church
answer_c	at school
correct_answer	a
correct_answer_rationale	The passage says, “However, learning to read and write was important to many colonial parents, so these skills were taught to young children at home by either an older brother, sister or parent.”
incorrect_answer_1	b

incorrect_answer_1_rationale	Although most families went to church on Sundays, this is not where most children learned to read and write.
incorrect_answer_2	c
incorrect_answer_2_rationale	The passage says that "[with] everyone having a job to do, there was often little time for school..."
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
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 identify locations.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Daily Life in Colonial America

QUESTION

Element	Value
stimulus	Refer to the passage “Daily Life in Colonial America.”
question_stem	According to the text, which of the following is a place found on a farm?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	field
answer_b	school
answer_c	town
correct_answer	a
correct_answer_rationale	The passage says, “Families farmed their fields by themselves.”
incorrect_answer_1	b
incorrect_answer_1_rationale	Although schools are mentioned, they are not located on the farm.
incorrect_answer_2	c

incorrect_answer_2_rationale	Although towns are mentioned, they are not located on the farm.
scoring	Exact match; 1 point

Grade	K
Unit/Domain	Colonial and Native Americans
Copyright (original or public domain)	original
Reference art	<p>https://education.nationalgeographic.org/resource/new-england-colonies-and-native-americans/</p> <p>https://education.nationalgeographic.org/resource/new-england-native-american-groups/</p> <p>https://www.shutterstock.com/image-photo/onondawaga-seneca-shell-wampum-glass-trading-2317905895</p> <p>https://www.shutterstock.com/image-photo/three-sisters-garden-planting-corn-squash-2334848477</p>
Lexile/Average Grade Level	Unavailable at this time.
Word Count	273
Flesch Kincaid	4.1
Title	Trading
Author	OER K-5 RLA

Trading

(1) The people who came to America came a long, long way. They brought some things with them. They had to make or trade for the other things they needed. The Native Americans and the colonists traded many things. Trading helped to build relationships between them.



<https://www.shutterstock.com/image-photo/onondawaga-seneca-shell-wampum-glass-trading-2317905895>

(2) The Native Americans traded skins, furs, food, and information. The colonists traded textiles, tools, and beads. These beads were considered a type of money called "wampum".

(3) Native Americans knew much about the land. They knew how to hunt and fish. Some lands were not good for farming. In those areas, the Native Americans showed the colonists the fruits and berries to gather. They traded all of this knowledge for wampum.



<https://www.shutterstock.com/image-photo/three-sisters-garden-planting-corn-squash-2334848477>

(4) Some lands were good for farming. The Native Americans knew the best ways to farm these lands. They showed the new people a good way to garden. They planted corn, squash, and bean seeds together. They called these plants the three sisters. Corn grows tall. The bean vines use the corn to climb up, up, up. The squash leaves are big. They help save water. The leaves also shade the ground so it's hard for weeds to grow. Planting the three sister plants helped the land too.

(5) The trading of objects and ideas helped the colonists, and the Native Americans get along. There were many Native American tribes. Some of the tribes made agreements with the colonists. By learning from one another, the colonists helped the tribes, and the tribes helped the colonists.

(6) Trade helped the colonists and Native Americans communicate with one another and find ways to live alongside one another.

Item #	8
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.5.G</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 (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students evaluate details read to determine important ideas about plants.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trading

QUESTION

Element	Value
stimulus	Refer to the passage “Trading.”
question_stem	What plant climbed up other plants as it grew?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	<p>corn</p>  <p>https://www.shutterstock.com/image-photo/close-corn-cobs-plantation-field-2312934759</p>
answer_b	<p>squash</p>  <p>https://pixabay.com/photos/pumpkins-decorative-squashes-gourds-1712841/</p>
answer_c	<p>beans</p>  <p>https://pixabay.com/photos/beans-legume-food-proteins-1001032/</p>
correct_answer	c
correct_answer_rationale	The passage says, “The bean vines use the corn to climb up, up, up.”
incorrect_answer_1	a
incorrect_answer_1_rationale	The corn plants grow tall.
incorrect_answer_2	b
incorrect_answer_2_rationale	The squash plant leaves are big and stay close to the ground.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	TEKS K.5.G 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 (G) evaluate details to determine what is most important with adult assistance.
Objective	Students recall details to determine an important idea.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trading

QUESTION

Element	Value
stimulus	Refer to the passage “Trading.”
question_stem	How did trade help the Native Americans and colonists?
Prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a

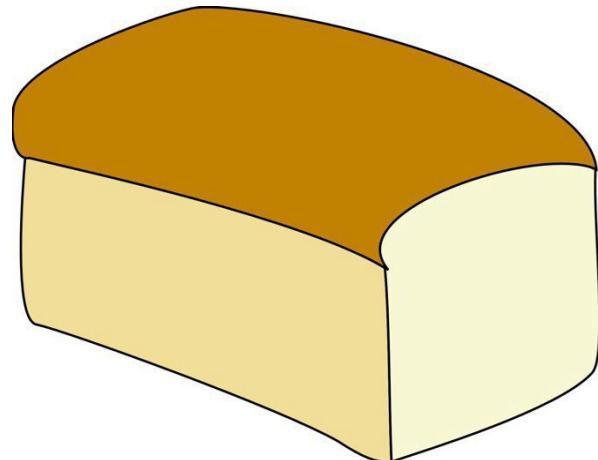
It helped them communicate.



<https://pixabay.com/vectors/chat-discussion-meeting-talk-23713/>

answer_b

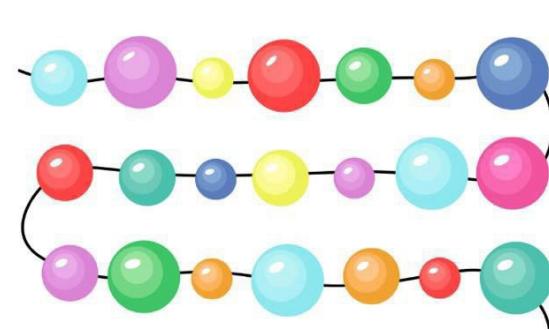
It helped them bake bread.



<https://pixabay.com/vectors/bread-loaf-white-bread-25205/>

answer_c

It helped them make beads.



	Background With Colorful Beads On A Thread Stock Illustration - Download Image Now - Bead, Craft, Thread - Sewing Item - iStock (istockphoto.com)
correct_answer	a
correct_answer_rationale	The text states that trade helped the colonists and Native Americans communicate with one another.
incorrect_answer_1	b
incorrect_answer_1_rationale	The text does not state that trade helped the Native Americans and colonists bake bread.
incorrect_answer_2	c
incorrect_answer_2_rationale	While the colonists traded beads for things, the passage does not support the idea that trade helped them make the beads.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	TEKS K.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 and use words that name actions, directions, positions, sequences, categories such as colors, shapes, and textures, and locations.
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	Trading

QUESTION

Element	Value
stimulus	Refer to the passage “Trading.”
question_stem	Listen to the sentence from the passage. “They traded all of this knowledge for wampum.” What does the word <i>wampum</i> most likely mean in paragraph 3?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	money
answer_b	berries
answer_c	information
correct_answer	a
correct_answer_rationale	The passage says wampum was, “considered a type of money.”
incorrect_answer_1	b

incorrect_answer_1_rationale	The Native Americans traded berries for wampum, but wampum was not the same thing as berries.
incorrect_answer_2	c
incorrect_answer_2_rationale	The Native Americans traded information for wampum, but wampum was beads used as money.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	<p>TEKS K.5.G</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 (G) evaluate details to determine what is most important with adult assistance.</p>
Objective	Students will evaluate details read to determine an important idea about colonial life.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trading

QUESTION

Element	Value
stimulus	Refer to the passage, "Trading."
question_stem	What detail from the text shows that the Native Americans helped the colonists?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	The Native Americans showed the colonists which fruits to eat.
answer_b	The Native Americans knew about the land.
answer_c	The Native Americans saved water.
correct_answer	a
correct_answer_rationale	The Native Americans showed the colonists which fruits were good to eat. Knowing what fruits to eat was helpful to colonists.
incorrect_answer_1	b
incorrect_answer_1_rationale	While this is true, it is just a fact and not a way they helped.

incorrect_answer_2	c
incorrect_answer_2_rationale	The text states that planting squash was a way to save water, but it does not directly state that the Native Americans saved water to help the colonists.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	TEKS K.6.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 identify plant features.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trading

QUESTION

Element	Value
stimulus	Refer to the passage “Trading.”
question_stem	According to the text, what plant part makes it hard for weeds to grow?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	<p>leaves</p>  <p>https://www.shutterstock.com/image-photo/gourd-calabash-cucurbit-entire-plant-root-1053200375</p>
answer_b	<p>vine</p>  <p>Growing Beans Phaseolus Vulgaris Green Vines Stock Photo 488784532 Shutterstock</p>
answer_c	<p>stalk</p>  <p>https://www.shutterstock.com/image-photo/corn-field-bright-sunlight-115342060</p>

correct_answer	a
correct_answer_rationale	The passage says, “The leaves also shade the ground so it’s hard for weeds to grow.”
incorrect_answer_1	b
incorrect_answer_1_rationale	The vines grow up the corn. They do not shade the ground.
incorrect_answer_2	c
incorrect_answer_2_rationale	Corn stalks grow tall. They do not shade the ground.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	TEKS K.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 illustrations and texts the student is able to read or hear to learn or clarify word meanings.
Objective	Students will use the text to clarify a word's meaning about colonial life.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trading

QUESTION

Element	Value
stimulus	Refer to the passage, "Trading."
question_stem	Listen to these sentences from the text. "They knew how to hunt and fish. Some lands were not good for farming. In those areas, the Native Americans showed the colonists the fruits and berries to gather." What does the word <i>gather</i> mean?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	get
answer_b	give
answer_c	eat
correct_answer	a
correct_answer_rationale	The Native Americans showed the colonists the fruits they could get to eat.

incorrect_answer_1	b
incorrect_answer_1_rationale	The Native Americans did not give the colonists the fruit. They showed them where to get it.
incorrect_answer_2	c
incorrect_answer_2_rationale	The Native Americans did not eat the fruit. They showed them where to get it.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Colonial and Native Americans
TEKS	TEKS K.6.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 identify items Native Americans traded.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Trading

QUESTION

Element	Value
stimulus	Refer to the passage, "Trading."
question_stem	What did Native Americans use to trade with colonists?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	wagons
answer_b	tools
answer_c	furs
correct_answer	c
correct_answer_rationale	The passage says, "The Native Americans traded skins, furs, food, and information."
incorrect_answer_1	a
incorrect_answer_1_rationale	According to the passage, the Native Americans did not trade wagons with the colonists.
incorrect_answer_2	b
incorrect_answer_2_rationale	According to the text, the colonists traded tools with the Native Americans, and the Native Americans traded skins, furs, food, and information.
scoring	Exact match; 1 point

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