

Grade	K
Unit/Domain	Serving Our Neighbors
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	n/a
Lexile/Average Grade Level	Unavailable at this time
Flesch Kincaid	3.0
Word Count	363
Title	Chef Cesar
Author	OER K-5 RLA

Chef Cesar



<https://www.shutterstock.com/image-photo/portrait-confident-cheerful-chef-kitchen-staff-1205912863>

(1) People need air, water, and food to live. Chef Cesar likes it because he has a job that helps people with something they need every day. Chef Cesar owns a restaurant in the middle of town. He loves to cook, but that is not all he does!

(2) Each week, Chef Cesar makes plans. He makes a food plan. He also makes a people plan. It takes time to make good plans. But a good plan makes for a great week!

(3) Chef Cesar creates menus for the week. He decides everything that will be on the menu. Some dishes are always on the menu. Some dishes are called “specials” because they are only served for one week. After he decides what will be on the menu, he makes a list of all the items he will need to prepare the meals. Then, he orders the food.

(4) Chef Cesar creates a work schedule for the week. He thinks about which days are busiest. He thinks about how many people are needed to serve the customers. He thinks about how many people are needed to prepare the meals. He makes a schedule for everyone who works for him.

(5) Chef Cesar runs the kitchen. He supervises, or looks over, the work of the five people in the kitchen. One person washes and cuts up the ingredients to prepare the food for cooking. Then he helps the others with whatever they need. One makes sauces for all of the meals. Some of the sauces are for meat, some are for vegetables, and others are for pasta. One person is the pastry chef. She makes all the desserts. She also makes bread. One person makes the main dishes. One makes the side dishes.

(6) One day each month, Chef Cesar uses all his skills in a kitchen in another building in the town. He volunteers to cook in the kitchen. He makes his delicious meals, so he can serve them to his neighbors. He does this to help others in his community. Chef Cesar knows that a good meal can be more than just something to eat. It can be a comfort too.

Item #	1
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 demonstrate an understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Chef Cesar

QUESTION

Element	Value
stimulus	Refer to the passage, "Chef Cesar."
question_stem	Listen to these sentences from the passage. Chef Cesar creates a work <u>schedule</u> for the week. Which picture shows a <u>schedule</u> ?
prompt	Select the best answer.
randomize_answer_choices	yes

answer_a	<p>7:45 Bell Rings</p> <p>8:00 Reading</p> <p>9:00 Math</p> <p>10:00 Recess</p> <p><i>Image link not available</i></p>
answer_b	 <p>https://pixabay.com/photos/table-paper-creativity-training-3281047/</p>
answer_c	 <p>https://pixabay.com/photos/schoolbus-vehicle-bus-girl-school-81717/</p>
correct_answer	a
correct_answer_rationale	This shows a portion of a class schedule.
incorrect_answer_1	b
incorrect_answer_1_rationale	This shows a child painting, not a schedule.
incorrect_answer_2	c
incorrect_answer_2_rationale	This shows a child getting off the bus, not a schedule.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 support an answer.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Chef Cesar

QUESTION

Element	Value
stimulus	Refer to the passage, "Chef Cesar."
question_stem	What is special about the pastry chef in Chef Cesar's kitchen?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	She bakes bread.
answer_b	She prepares the ingredients.
answer_c	She makes sauces.
correct_answer	a
correct_answer_rationale	The pastry chef makes desserts and bread.
incorrect_answer_1	b
incorrect_answer_1_rationale	This is the job of another person in the kitchen.
incorrect_answer_2	c
incorrect_answer_2_rationale	This is the job of another person in the kitchen.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
TEKS	<p>TEKS 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 the central idea using evidence from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Chef Cesar

QUESTION

Element	Value
stimulus	Refer to the passage, "Chef Cesar."
question_stem	What is the central idea of the passage?
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	<p>Chopping vegetables is a hard job.</p>  <p>https://www.shutterstock.com/image-photo/chef-black-apron-cuts-vegetables-concept-732126508</p>
answer_b	Chef Cesar's work is serving others.



<https://www.shutterstock.com/image-photo/portrait-confident-cheerful-chef-kitchen-staff-1205912863>

answer_c	<p>Making menus is fun.</p> A template for a food menu. At the top, it says "Special Food Menu" with two small icons of flags. Below that are three circular images showing different dishes: pancakes, a salad, and a bowl of soup. Underneath are two larger images of a burger and a plate of food. Below these are three sections labeled "Main Course" with placeholder names and prices. The first section has "Food Name Here \$5.99", the second has "Food Name Here \$5.99", and the third has "Food Name Here \$5.99". <p>https://www.shutterstock.com/image-photo/fast-food-menu-design-templates-2274578937</p>
correct_answer	b
correct_answer_rationale	The passage presents information about Chef Cesar's work.
incorrect_answer_1	a
incorrect_answer_1_rationale	Although the passage mentions chopping vegetables, that is not the central idea of the passage.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although the passage mentions making menus, that is not the central idea of the passage.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 importance.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Chef Cesar

QUESTION

Element	Value
stimulus	Refer to the passage, "Chef Cesar."
question_stem	Why does Chef Cesar make a schedule?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	to let everyone know when to be at work
answer_b	to decide what will be on the menu
answer_c	to serve his neighbors a delicious meal
correct_answer	a
correct_answer_rationale	Chef Cesar thinks about how many people are needed to prepare the meals and he makes a schedule.
incorrect_answer_1	b
incorrect_answer_1_rationale	The schedule is for the workers who will prepare the food, not for the menu.
incorrect_answer_2	c
incorrect_answer_2_rationale	The schedule is for the workers who will prepare the food, not for his time volunteering.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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	Chef Cesar

QUESTION

Element	Value
stimulus	Refer to the passage, "Chef Cesar."
question_stem	<p>Listen to this sentence from the passage.</p> <p>"He decides every <u>dish</u> that will be on the menu."</p> <p>What is the definition of <u>dish</u> in this sentence?</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	a container
answer_b	an item on the menu
answer_c	to share information
correct_answer	b
correct_answer_rationale	Each item on the menu is a "dish."
incorrect_answer_1	a
incorrect_answer_1_rationale	Although this is a meaning of the word <i>dish</i> , it is not the meaning in the context of this sentence.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although this is a meaning of the word <i>dish</i> , it is not the meaning in the context of this sentence.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 to identify details about chefs.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Chef Cesar

QUESTION

Element	Value
stimulus	Refer to the passage, "Chef Cesar."
question_stem	Where does Chef Cesar work?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	at a restaurant
answer_b	in a garden
answer_c	at a shop
correct_answer	a
correct_answer_rationale	Chef Cesar works at the restaurant he owns in the middle of town.
incorrect_answer_1	b
incorrect_answer_1_rationale	Chef Cesar may get vegetables from a garden, but he works in a restaurant.
incorrect_answer_2	c
incorrect_answer_2_rationale	There is no mention of a shop. Chef Cesar works in a restaurant he owns.
scoring	Exact match; 1 point

Grade	K
Unit/Domain	Serving Our Neighbors
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	<p>https://imagination.org/about-us/our-story/</p> <p>https://www.alamy.com/stock-photo-san-pedro-california-usa-25th-oct-2014-eleven-year-old-youtube-sensation-74669711.html?imageid=2152AE04-0077-4FCA-8E80-9F2C36BD79DF&p=151045&pn=1&searchId=d3c75465db716f0f0d1b39295e32d92a&searchtype=0</p>
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	3.2
Word Count	415
Title	Just Imagine
Author	OER K-5 RLA

Just Imagine



Image link not available

(1) A little boy named Caine lived in Los Angeles, California. When he was nine, he spent the summer going to work with his dad. His dad owned a used auto parts store. When his dad's dad started the store, most of the customers came to the store to buy their parts. That changed over time though. The summer Caine went to work with his dad, most of the customers ordered the parts online and Caine's dad packed them up and sent them off.

(2) Caine was very interested in how things worked. He took apart toys just to see how they worked. Caine was also very creative. He loved games and one day he decided to make a basketball game like the one he played at an arcade. He used his dad's cardboard boxes and taped a hoop. That's how Caine's Arcade started.

(3) Over time, Caine made lots of games. He made tickets and collected prizes to give away, often using his own toys. He made lots of arcade games. He made a soccer game. He made a claw hook game. He made other games.

(4) Caine didn't have many customers. In fact, he didn't have any customers. When people came to his dad's shop, he would try to get them to buy tickets to play. No one did.

(5) One day, a man stopped in because he needed a part for his car. He loved the arcade! He bought a ticket and played the games. Caine would push prize tickets out through the cardboard when the man won a game. The man picked his prizes and was happy.

(6) The man came back to the shop and talked to the dad when Caine wasn't there. He asked if he could make a film about Caine. His dad told the man that he was Caine's only customer. The man made an event so that lots of people would come play the arcade. Lots and lots of people came! They surprised Caine and had a blast playing his arcade games.

(7) The man made the film about Caine and his cardboard arcade. It has been watched more than 8 million times, encouraging students and classrooms to start making lots of things with cardboard.

(8) As more and more people became interested, the creative movement grew into a non- profit organization called Imagination.org. This nonprofit does not make money but promotes children's creativity around the world. Just imagine what all those children will think of next!

Item #	7
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 demonstrate an understanding of new vocabulary in context.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Just Imagine

QUESTION

Element	Value
stimulus	Refer to the passage, "Just Imagine."
question_stem	The passage says that Caine made <u>tickets</u> and collected prizes to give away. What does the word <u>ticket</u> mean in this sentence?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a paper token
answer_b	a warning
answer_c	a label
correct_answer	a
correct_answer_rationale	Caine makes paper tokens that can be traded for prizes.
incorrect_answer_1	b
incorrect_answer_1_rationale	Although this is a definition for ticket, it does not make sense in the context of the sentence.
incorrect_answer_2	c
incorrect_answer_2_rationale	Although this is a definition for ticket, it does not make sense in the context of the sentence.
scoring	Exact match; 1 point

Item #	8
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 clarify the meaning of words in a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Just Imagine

QUESTION

Element	Value
stimulus	Refer to the passage, "Just Imagine."
question_stem	Listen to this sentence from the passage. "They <u>surprised</u> Caine and had a blast playing his arcade games." What is another way someone might be <u>surprised</u> ?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	by receiving an unexpected gift



<https://www.shutterstock.com/image-photo/cute-little-girl-giving-her-handsome-561769267>

answer_b

by playing with a basketball hoop



<https://www.shutterstock.com/image-photo/basketball-hoop-ball-little-kid-189101222>

answer_c

by seeing a returning customer



<https://www.shutterstock.com/image-photo/smiling-salesman-auto-parts-store-2444260341>

correct_answer	a
correct_answer_rationale	A special or unexpected present can be surprising.
incorrect_answer_1	b
incorrect_answer_1_rationale	Playing with a basketball hoop is a piece of sports equipment and unlikely to be surprising.
incorrect_answer_2	c
incorrect_answer_2_rationale	A returning customer is expected at a store.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
TEKS	TEKS K.5.E Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to (E) make connections to personal experiences, ideas in other texts, and society with adult assistance.
Objective	Students will make connections to personal experiences and ideas in the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Just Imagine

QUESTION

Element	Value
stimulus	Refer to the passage, "Just Imagine."
question_stem	Caine likes to understand how things work and he likes to make games. He plays soccer and decides to make a game like soccer for his arcade. What will Caine need for the game?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a ball

	 <p>https://www.shutterstock.com/image-photo/spiny-soccer-ball-dog-pet-toy-1917127385</p>
answer_b	<p>a trampoline</p>  <p>https://www.shutterstock.com/image-photo/mini-trampoline-fitness-exercising-rebounding-backyard-2376237977</p>
answer_c	<p>a racket</p>  <p>https://www.shutterstock.com/image-photo/tennis-racket-isolated-on-white-background-2268226679</p>

correct_answer	a
correct_answer_rationale	To make a game like soccer, Caine will need a ball.
incorrect_answer_1	b
incorrect_answer_1_rationale	Caine would need a ball and a net, but he would not need a trampoline.
incorrect_answer_2	c
incorrect_answer_2_rationale	Caine would need a ball and a net, but he would not need a racket.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 to respond.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Just Imagine

QUESTION

Element	Value
stimulus	Refer to the passage, "Just Imagine."
question_stem	What did players at Caine's arcade buy?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	tickets

	 <p>https://www.shutterstock.com/image-photo/entrance-ticket-hand-access-tickets-buy-2348358549</p>
answer_b	<p>toys</p>  <p>https://www.shutterstock.com/image-photo/penang-malaysia-november-14-2017-japanese-755563777</p>
answer_c	<p>cards</p>  <p>https://www.shutterstock.com/image-photo/portret-brother-sister-having-fun-together-2021551934</p>
correct_answer	a
correct_answer_rationale	Customers purchased tickets to play the arcade games.

incorrect_answer_1	b
incorrect_answer_1_rationale	Customers won toys playing the arcade games. They did not buy them.
incorrect_answer_2	c
incorrect_answer_2_rationale	Customers bought tickets to play, not cards.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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 use text evidence to make inferences.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Just Imagine

QUESTION

Element	Value
stimulus	Refer to the passage, "Just Imagine."
question_stem	<p>Listen to this excerpt from the passage.</p> <p>"The man made the film about Caine and his cardboard arcade. It has been watched more than 8 million times, encouraging students and classrooms to start making lots of things with cardboard."</p> <p>What is one likely reason that students started making lots of things with cardboard?</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	They wanted to make fun games to play.
answer_b	They wanted to be in a film.
answer_c	They were told to make games like Caine's.
correct_answer	a
correct_answer_rationale	Students watched the film and saw how much fun making and playing arcade games was. They were inspired to think of something else fun to make.
incorrect_answer_1	b
incorrect_answer_1_rationale	There is nothing in the text that suggests that other students were filmed nor that making something with cardboard would result in getting filmed.
incorrect_answer_2	c
incorrect_answer_2_rationale	There is nothing in the text that suggests that students were

	told to do anything.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Serving Our Neighbors
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	Just Imagine

QUESTION

Element	Value
stimulus	Refer to the passage, "Just Imagine."
question_stem	Which of the following shows someone having a blast?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	playing



<https://pixabay.com/vectors/freedom-jump-reach-silhouettes-307791/>

answer_b

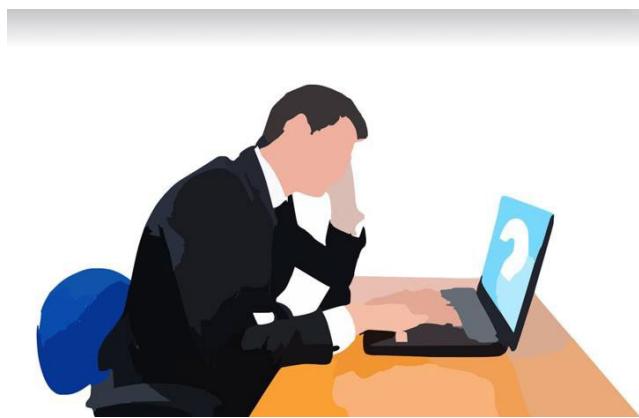
sleeping



<https://pixabay.com/vectors/sleep-sleeping-asleep-1389978/>

answer_c

working



<https://pixabay.com/vectors/man-working-what-to-do-311326/>

correct_answer

a

correct_answer_rationale	When someone is playing, they are likely having a blast.
incorrect_answer_1	b
incorrect_answer_1_rationale	Having a blast means they are having fun. The person in the image is in bed sleeping rather than having a lot of fun.
incorrect_answer_2	c
incorrect_answer_2_rationale	This person is working. While he may be enjoying his work, he does not appear to be having fun.
scoring	Exact match; 1 point

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