

Grade (if applicable)	K
Unit/Domain	Kings and Queens
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	<p>https://www.britannica.com/biography/Musa-I-of-Mali</p> <p>https://globalcapitalism.history.ox.ac.uk/files/ghocmansamusainmalipdf</p>
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	4.5
Word Count	284
Title	Mansa Musa
Author (if applicable)	OER K-5 RLA

Mansa Musa

(1) Mansa Musa ruled as the king of Mali. Mali was a kingdom in ancient West Africa. Mali sat near the Niger River at the edge of the Sahara Desert. Then Mali was one of the richest kingdoms in Africa. Mansa Musa was one of the richest people in the world. He owned many tons of gold. Mansa Musa used these great riches to make Mali better. He created an important place for worship and learning.

(2) Much of Mali's wealth, or richness, came from gold. The land held a great deal of gold. Workers dug the gold out of the Earth. The desert lands also had a great deal of salt. Mansa Musa encouraged people to sell salt to nearby lands. This added to the kingdom's wealth.

(3) Mansa Musa made a trip to Mecca to worship. Along the way, he showed his wealth. He wore fine robes or wide pants. He spent and gave away much gold. People he met liked him. When he returned, he started rebuilding his cities. He focused on Gao and Timbuktu. Timbuktu was small, but it was in a good place for trading goods with other lands. Many people bought and sold goods in Timbuktu. Mansa Musa had mosques,

which are places of worship, built there. He had other large buildings built. These were centers for learning. Many subjects were taught by well-known teachers. Timbuktu became known for learning.

(4) Under Mansa Musa's rule, the kingdom of Mali grew. It was very successful. Riches are only one part of his story. People remember Mansa Musa for encouraging worship and learning in his kingdom. Although it has changed over time, Mali remains a country in West Africa today.

Item #	1
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
TEKS	<p>TEKS K.7.D</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to (D) describe the setting.</p>
Objective	Students will describe the setting.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	Where do the events in "Mansa Musa" take place?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Peru in South America

answer_a	Peru in South America  https://pixabay.com/photos/machu-picchu-peru-inka-tourism-43387/
answer_b	In England in the United Kingdom  https://pixabay.com/photos/durdle-door-beach-dorset-ocean-4009670/
answer_c	In Mali in West Africa  https://pixabay.com/photos/desert-sahara-dunes-sand-hot-622378/
correct_answer	c
correct_answer_rationale	The correct answer is "in Mali in West Africa." This is where Mansa Musa's kingdom was.
incorrect_answer_1	a
incorrect_answer_1_rationale	This story does not mention Peru.
incorrect_answer_2	b
incorrect_answer_2_rationale	This story does not mention England.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 determine important events from a story.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	What did Mansa Musa encourage people to sell to nearby lands?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes

answer_a	<p>Salt</p>  <p>https://www.istockphoto.com/photo/heap-of-salt-gm165820985-17034274?searchscope=image%2Cfilm</p>
answer_b	<p>Cloth</p>  <p>https://www.istockphoto.com/photo/african-cloth-gm171375467-21427361?searchscope=image%2Cfilm</p>
correct_answer	a
correct_answer_rationale	The passage explains that Mali's land had a great deal of salt. Mansa Musa encouraged people to sell it to nearby lands.
incorrect_answer_1	b
incorrect_answer_1_rationale	The passage does not mention cloth.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 read to determine what is most important with adult assistance.</p>
Objective	Students will retell details of a story.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	What was Mansa Musa's goal in rebuilding Timbuktu?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	He wanted to create centers for learning.
answer_b	He wanted to show the kingdom's riches.
answer_c	He wanted people to remember him.
correct_answer	a
correct_answer_rationale	The correct answer is "He wanted to create centers for learning." Mansa Musa used the kingdom's riches to make Mali a better place.
incorrect_answer_1	b
incorrect_answer_1_rationale	The kingdom had a lot of wealth used to build the city. However, the passage does not suggest that showing off wealth was Mansa Musa's reason for building places of learning.
incorrect_answer_2	c
incorrect_answer_2_rationale	Mansa Musa wanted to create centers for learning. The passage does not suggest he worked only to have people remember him.
scoring	Exact match; 1 point

Item #	4
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
TEKS	<p>TEKS K.7.D</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to (D) describe the setting.</p>
Objective	Students will describe a setting from a story.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	What did Mali's land have that made it a rich kingdom?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes

answer_a	wood  https://pixabay.com/photos/logs-wood-forest-nature-tree-3639211/
answer_b	gold  https://www.istockphoto.com/photo/nugget-gold-gm535451545-57182060?searchscope=image%2Cfilm
correct_answer	b
correct_answer_rationale	The passage says that Mali had a lot of gold. It explains that workers dug the gold out of the Earth.
incorrect_answer_1	a
incorrect_answer_1_rationale	The passage does not describe Mali as having wood.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
TEKS	<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>
Objective	Students will sequence the events of a story using illustrations.
DOK Level	2

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	Which event happens <u>last</u> in the passage?
prompt	<i>Select the picture that shows the event that happened last.</i>
randomize_answer_choices	Yes

answer_a	Mansa Musa rebuilt Timbuktu  https://www.istockphoto.com/photo/loam-mosque-gm140380481-2874116?searchscope=image%2Cfilm
answer_b	Mansa Musa traveled to Mecca  https://pixabay.com/illustrations/camel-train-camel-camels-desert-163727/
answer_c	Mansa Musa started rebuilding cities  https://www.istockphoto.com/photo/ground-brick-production-gm879897950-245202910?searchscope=image%2Cfilm
correct_answer	a
correct_answer_rationale	The correct answer is "Mansa Musa rebuilt Timbuktu." This is the last event mentioned in the last event mentioned in the passage.
incorrect_answer_1	b

incorrect_answer_1_rationale	Mansa Musa traveled to Mecca. He began rebuilding the cities <i>after</i> he returned from that trip.
incorrect_answer_2	c
incorrect_answer_2_rationale	Mansa Musa traveled to Mecca. When he returned, he started rebuilding cities. The last thing was that Mansa Musa had other large buildings built in Timbuktu.
scoring	Exact match; 1 point

Item #	6
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 and use words to sort objects into categories.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	The passage says that Mansa Musa showed his wealth by wearing “fine <u>robes</u> or wide pants.” In which group does the word <i>robe</i> belong?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes

answer_a	color  https://pixabay.com/photos/abstract-art-background-paint-2468874/
answer_b	clothes  Download Clothing, Clothes, Winter Clothing. Royalty-Free Vector Graphic - Pixabay
correct_answer	b
correct_answer_rationale	A robe is a type of clothes. Other kinds of clothes are dresses, shirts, and pants.
incorrect_answer_1	a
incorrect_answer_1_rationale	A robe can be colorful, but that is not the group in which the word belongs. Examples of colors are green, red, orange, and blue.
scoring	Exact match; 1 point

Item #	7
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 and use words to identify a person, place, or thing.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	<p>According to the passage, "Mansa Musa was the king of <u>Mali</u>."</p> <p>What is <u>Mali</u>?</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes
answer_a	a person
answer_b	a place
answer_c	a thing
correct_answer	b
correct_answer_rationale	The correct answer is "a place." Mali was a kingdom and is now a country, which is a place where people live.
incorrect answer_1	a

incorrect_answer_2	c
incorrect_answer_2_rationale	A thing is an object, like a toy or shoe. Mali is where the story happens; it is not a thing.
scoring	Exact match; 1 point

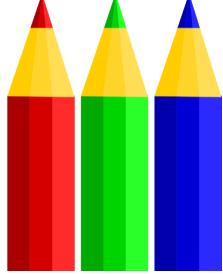
Item #	8
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
TEKS	<p>TEKS K.3.C</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. 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 use word meanings to identify opposites.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	The passage says that teachers taught <u>many</u> subjects. What is the opposite of the word <u>many</u> ?
prompt	<i>Choose the picture that shows the word or phrase that is the opposite of <u>many</u>.</i>
randomize_answer_choices	Yes

answer_a	<p>A large number</p>  <p>https://pixabay.com/vectors/color-pencils-pencil-coloured- 34595/</p>
answer_b	<p>A few</p>  <p>https://pixabay.com/vectors/colored-pencils-coloured-pencils- 36960/</p>
answer_c	<p>Two</p>  <p>https://pixabay.com/photos/colored-pencil-color-pencil- 3985284/</p>
correct_answer	c
correct_answer_rationale	The concept of <i>two</i> is a pair, which is the opposite of many; two is also less than a few.
incorrect_answer_1	a
incorrect_answer_1_rationale	The word <i>many</i> means “a large number.” In the passage, teachers taught <i>many</i> subjects at the centers for learning.
incorrect_answer_2	b
incorrect_answer_2_rationale	The concept of <i>few</i> is less than <i>many</i> , but not the complete opposite, so this is not the correct answer choice.
scoring	Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 use word meanings to identify opposites.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Mansa Musa

QUESTION

Element	Value
stimulus	Refer to the passage, "Mansa Musa."
question_stem	The passage says that Mansa Musa used the kingdom's riches to make Mali <u>better</u> . What is the opposite of <u>better</u> ?
prompt	<i>Select the word that means the opposite of <u>better</u>.</i>
randomize_answer_choices	Yes
answer_a	Nicer
answer_b	Worse
correct_answer	b
correct_answer_rationale	<i>Better</i> is a word that describes something that has improved. <i>Worse</i> describes something that is not as good. Therefore, the opposite of <i>better</i> is <i>worse</i> .
incorrect_answer_1	a
incorrect_answer_1_rationale	<i>Nicer</i> is another word that means <u>better</u> . It is not the opposite of <u>better</u> .
scoring	Exact match: 1 point

Grade (if applicable)	K
Unit/Domain	Unit 8 Kings and Queens
Copyright (Original or Public Domain)	Original
Source(s)—List source of/link to public domain text or sources referenced for factual content.	https://en.wikipedia.org/wiki/Hatshepsut https://www.ancient.eu/article/1100/the-temple-of-hatshepsut/
Lexile/Average Grade Level	Unavailable at this time.
Flesch Kincaid	5.8
Word Count	353
Title	Hatshepsut, Pharaoh of Egypt
Author (if applicable)	Anonymous, adapted for OER K-5 RLA

Hatshepsut, Pharaoh of Egypt



<https://en.wikipedia.org/wiki/Hatshepsut>

(1) What do you think of when you picture a king or a queen? Are they wearing long robes and crowns on their heads? That is what some kings and queens have looked like, but different nations have different ways of showing who the kings and queens are. They

might even call them by a different name. In ancient Egypt, the people who ruled were called pharaohs. Almost all the pharaohs of Egypt were men. But there were a few women who ruled as pharaoh. One of the best known was the pharaoh Hatshepsut.

(2) Hatshepsut was the oldest child of the pharaoh Thutmose I. When her father died, the role of pharaoh did not pass to Hatshepsut, because she was a girl. Instead, it passed to her baby brother. Because her brother was so young, Hatshepsut carried out all the duties of pharaoh for him. However, she still did not have the title of a pharaoh. A few years after acting as pharaoh, she took the title and full powers of pharaoh. Although three women had acted as pharaoh before Hatshepsut, she was the first woman to take on all the responsibilities of the role.

(3) No one knows why Hatshepsut decided to take over as pharaoh. But some people think that she may have been responding to some sort of crisis. If Egyptians needed a strong pharaoh to protect them, Hatshepsut would have been the best person for the job. After all, she had already been doing the job for several years.

(4) Hatshepsut made sure to do her job very well. She built roads which allowed people to travel more easily. Because of this, Egyptians could travel to other places to trade and sell their goods. Many Egyptians' lives improved under Hatshepsut's rule. Her greatest accomplishment was the building of a beautiful temple in Thebes. People still visit the temple today!

(5) After Hatshepsut died, her nephew, Thutmose III, took over as pharaoh. He destroyed almost all evidence that Hatshepsut ever ruled Egypt. Luckily, modern scholars who study Egypt have been able to uncover some evidence about Hatshepsut's time as pharaoh.

Item #	10
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
TEKS	TEKS K.6.C (6) 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 identify details about a queen using evidence from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hatshepsut, Pharaoh of Egypt

QUESTION

Element	Value
stimulus	Refer to the passage, "Hatshepsut, Pharaoh of Egypt."
question_stem	According to the text, what did Hatshepsut build that people still visit today?
prompt	<i>Select the best picture.</i>
randomize_answer_choices	Yes

answer_a	<p>a temple</p>  <p>https://pixabay.com/photos/valley-of-the-kings-deir-el-bahri-441544/</p>
answer_b	<p>a statue</p>  <p>https://pixabay.com/photos/egypt-thebes-valley-of-the-queens-3356911/</p>
answer_c	<p>writing</p>  <p>https://pixabay.com/photos/hieroglyphics-antiquity-archaeology-3274645/</p>
correct_answer	a
correct_answer_rationale	Today, people still visit this beautiful temple that Hatshepsut built.
incorrect_answer_1	b
incorrect_answer_1_rationale	This picture shows an ancient statue, not people visiting a temple built by Hatshepsut.
incorrect_answer_2	
incorrect_answer_2_rationale	This is a picture of ancient Egyptian writing, not people visiting Hatshepsut's beautiful temple.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
TEKS	TEKS K.5.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 to determine what is most important with adult assistance.
Objective	Students will determine an important detail about a queen.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hatshepsut, Pharaoh of Egypt

QUESTION

Element	Value
stimulus	Refer to the passage, “Hatshepsut, Pharaoh of Egypt.”
question_stem	Why was Hatshepsut a good ruler?
prompt	Select the best answer.
randomize_answer_choices	Yes
answer_a	Hatshepsut made people’s lives better.
answer_b	Hatshepsut was the oldest child.
answer_c	Hatshepsut wore a long robe.
correct_answer	a
correct_answer_rationale	The correct answer is “Hatshepsut made people’s lives better. The passage stated that she made lives better for her people and built roads to make travel easier for selling and trading goods.”
incorrect_answer_1	b
Incorrect_answer_1_rationale	Hatshepsut was the oldest child in her family, but that wasn’t what made her a good ruler, as it was normal for the oldest to become the next ruler.
incorrect_answer_2	c
incorrect_answer_2_rationale	Hatshepsut may have worn a long robe, but that did not make her a good ruler.
scoring	Exact match; 1 point

Item #	12
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 identify details about ancient Egypt using text evidence.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hatshepsut, Pharaoh of Egypt

QUESTION

Element	Value
stimulus	Refer to the passage, "Hatshepsut, Pharaoh of Egypt."
question_stem	According to the passage, what is one way Hatshepsut improved the people's lives?
prompt	<i>Select the best picture.</i>
randomize_answer_choices	Yes

answer_a	<p>Built pyramids</p>  <p>https://pixabay.com/photos/pyramids-egypt-egyptian-ancient-2371501/</p>
answer_b	<p>Built statues</p>  <p>https://pixabay.com/photos/egypt-thebes-valley-of-the-queens-3356911/</p>
answer_c	<p>Built roads</p>  <p>https://commons.wikimedia.org/wiki/File:AncientRoadTarsus_(5).JPG</p>

correct_answer	c
correct_answer_rationale	According to the passage, she built roads that allowed people to travel more easily
incorrect_answer_1	a
incorrect_answer_1_rationale	The pyramids were built in ancient Egypt. However, the passage doesn't provide details about them.
incorrect_answer_2	b
incorrect_answer_2_rationale	The passage does not say that Hatshepsut built statues.
scoring	Exact match; 1 point

Item #	13
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 using evidence from the text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hatshepsut, Pharaoh of Egypt

QUESTION

Element	Value
stimulus	Refer to the passage, "Hatshepsut, Pharaoh of Egypt."
question_stem	<p>Listen to this excerpt from the passage.</p> <p>"When her father died, the role of pharaoh did not pass to Hatshepsut, because she was a girl. Instead, it passed to her baby brother. Because her brother was so young, Hatshepsut carried out all the duties of pharaoh for him."</p> <p>What is the most likely reason Hatshepsut's brother was not ready to be a ruler?</p>
prompt	Select the best answer.
randomize_answer_choices	Yes

answer_a	He was so young and did not understand the job.
answer_b	He was a boy, and pharaohs had to be girls.
answer_c	He did not want to be Pharaoh.
correct_answer	a
correct_answer_rationale	Hatshepsut did her brother's job for him because he was a baby who probably couldn't understand the job of being a ruler.
Incorrect_answer_1	b
incorrect_answer_1_rationale	Hatshepsut's brother was supposed to be the pharaoh because he <i>was</i> a boy.
incorrect_answer_2	C
incorrect_answer_2_rationale	The text doesn't give this detail about Hatshepsut's brother.
scoring	Exact match; 1 point

Item #	14
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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.
Objective	Students will recognize a central idea in a text.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hatshepsut, Pharaoh of Egypt

QUESTION

Element	Value
stimulus	Refer to the passage, "Hatshepsut, Pharaoh of Egypt."
question_stem	Which sentence tells what the text is mostly about?
prompt	<i>Select the best answer.</i>
randomize_answer_choices	Yes
answer_a	Hatshepsut built roads to help people travel in Egypt.
answer_b	Hatshepsut is an example of a good ruler.
answer_c	Hatshepsut had a brother who was too young to be a pharaoh.
correct_answer	b
correct_answer_rationale	Hatshepsut was an example of a good ruler. She did many things to help the people of ancient Egypt.
incorrect_answer_1	a
incorrect_answer_1_rationale	Hatshepsut did build roads, but this detail doesn't explain what the passage is mostly about.
incorrect_answer_2	c

incorrect_answer_2_rationale	Hatshepsut became a pharaoh because her brother was too young, but this is only one detail that can help you understand the central idea of the passage.
scoring	Exact match; 1 point

Item #	15
Discipline	ELA
Grade Level	K
Assessment Type	End of Unit
Unit/Domain Title	Kings and Queens
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 use text evidence to clarify word meanings.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Hatshepsut, Pharaoh of Egypt

QUESTION

Element	Value
stimulus	Refer to the passage, "Hatshepsut, Pharaoh of Egypt."
question_stem	<p>Listen to this sentence from the passage.</p> <p>"If Egyptians needed a <u>strong</u> pharaoh to protect them, Hatshepsut would have been the best person for the job."</p> <p>What does <u>strong</u> mean?</p>
prompt	Select the best answer.
Randomize_answer_choices	yes
answer_a	tough and mighty
answer_b	weak and afraid
answer_c	big and tall
correct_answer	a
correct_answer_rationale	Hatshepsut showed that she had the strength to do her job no matter what people thought.
Incorrect_answer_1	b
Incorrect_answer_1_rationale	People who are weak and afraid are usually the ones who need protection and not the ones who protect others like Hatshepsut did.
incorrect_answer_2	c
incorrect_answer_2_rationale	The word "strong" describes how a person survives hard situations.
scoring	exact match; one point

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