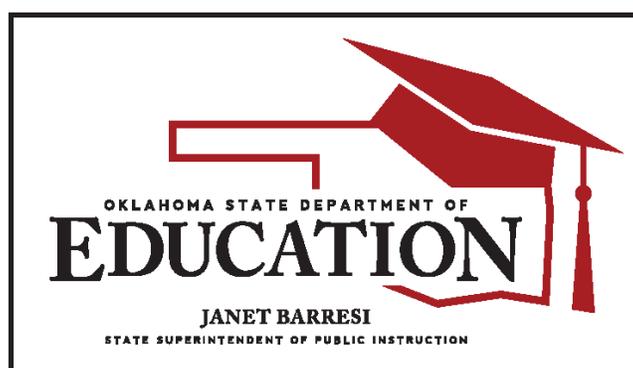
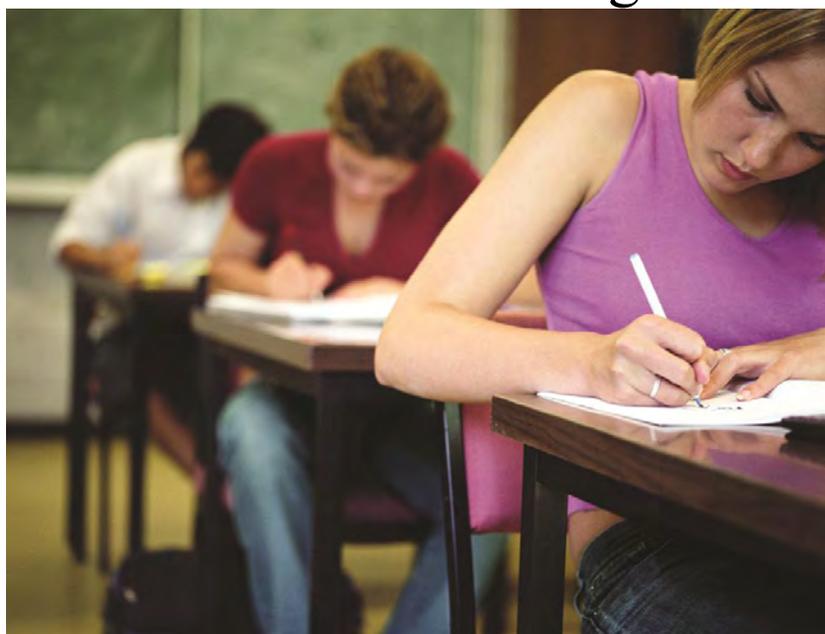


**OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA MODIFIED ALTERNATE ASSESSMENT
PROGRAM**

Test and Item Specifications

**Language Arts
End-of-Instruction English II**



Purpose

The purpose of this test is to measure Oklahoma students’ level of proficiency in English II. The End-of-Instruction test requires students to respond to a variety of items linked to the tenth-grade language arts skills identified in the *Oklahoma C³ Standards*. All English II test forms will assess the identified standards and objectives listed below. The following standards are intended to summarize the knowledge as identified in *Oklahoma C³ Standards*.

<i>Oklahoma C³ Standards English II Content Standards and Objectives</i>
Reading/Literature
Vocabulary (1.0)
Comprehension (2.0) <ul style="list-style-type: none">• Literal Understanding (2.1)• Inferences and Interpretation (2.2)• Summary and Generalization (2.3)• Analysis and Evaluation (2.4)
Literature (3.0) <ul style="list-style-type: none">• Literary Genres (3.1)• Literary Elements (3.2)• Figurative Language and Sound Devices (3.3)• Literary Works (3.4)
Research and Information (4.0) <ul style="list-style-type: none">• Accessing Information (4.1)• Interpreting Information (4.2)
Writing/Grammar/Usage and Mechanics
Writing (1.0/2.0) <ul style="list-style-type: none">• Writing Prompt
Grammar/Usage and Mechanics (3.0) <ul style="list-style-type: none">• Standard English Usage (3.1)• Mechanics and Spelling (3.2)• Sentence Structure (3.3)



General Considerations

Each tenth-grade-level passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for determining the purpose for reading, analyzing character traits, comparing/contrasting, identifying problems and solutions, interpreting, analyzing, drawing conclusions, making inferences, and understanding vocabulary analogies and relevant reading tasks as defined by the *Oklahoma C³* standards for tenth grade.

The passages will be well written, have a variety of sentence types and lengths, may include dialogue, reflect Oklahoma’s cultural diversity, and possess sufficient structural integrity to allow them to be self-contained. Literary passages will reflect a balance of genres studied at the tenth-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

All passages will be reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages will avoid subject matter that might prompt emotional distress.

The majority of the selections used for the End-of-Instruction test will include authentic literature; a minor portion may be selected from commissioned works. Permission to use selections from copyrighted material will be obtained as necessary. Selections should not exceed 1500 words. Each passage will generate approximately six to ten multiple-choice questions from *Oklahoma C³* standards including: vocabulary, comprehension, literature, research and information, writing, grammar, usage, and mechanics.

It is necessary to create test items that are reliable, fair, and targeted to the *Oklahoma C³* standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards and objectives listed in the Test Blueprint for End-of-Instruction in English II.
2. Test questions attempt to focus on content that is authentic and that End-of-Instruction level students can relate to and understand.
3. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand what is required of them.
4. All items are reviewed to eliminate language that shows bias or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.

5. All multiple-choice items (the key and all distractors) are similar in length and in syntax. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks or sounds different from the other answer choices. Distractors are created so that students must reason their way to the correct answer rather than simply identify incorrect responses because of a distractor’s obviously inappropriate nature. Distractors should always be plausible (but incorrect) in the context of the item stem. Correct responses will be approximately equally distributed among A, B, and C responses.

Universal Design Considerations

Universal design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Modified Alternate Assessment Program, modifications have been made to some items that simplify and clarify instructions, and provide maximum readability, comprehensibility, and legibility. This includes such things as reduction of language load in content areas other than Reading, increased font size, fewer items per page, and boxed items to assist visual focus.

Readability

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed. Appropriate readability formulas for English II include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The teacher committee that reviews passages provides the final decisions in regards to the readability of a passage.

Universal Modifications

- Minimize the number of questions on the page (limit 2 or 3).
- Provide only three answer options instead of four.
- Highlight the main points in the question or passage by underlining and use bold font.
- Avoid questions that require students to select the better/best answer.
- Be consistent in wording of directions across grades and subjects.
- Minimize the use of pronouns and prepositional phrases.
- Avoid the use of multiple meaning words and words that can function as more than one part of speech.
- Enlarge art when possible.
- Simplify art when possible, (i.e., removing unnecessary labels, use less gray scale, use thicker lines when outlining, etc.).
- Box informational text in an item.
- Bullet information when possible (e.g., bullet detailed information or processes).
- Reduce reading load of stem, stimuli, and answer options when possible.
- Revise answer options to address parallelism and minimize outliers.

Reading Passages and Items

- Break passages into smaller portions.
- Place the questions that pertain to the smaller portion underneath or on a page facing that section.
- Add a word bank as needed for grades 3-5.
- Use footnotes for grades 6-8 and English II.
- Put items in order of appearance in passage.
- Delete extraneous information including irrelevant material and unnecessary words in items or graphics. (e.g., remove “most likely”).
- Delete one part of a compound answer choice when possible.
- Change passive voice to active voice when appropriate.
- Eliminate answer choices that give students the option of making no changes to the item.
- Direct student attention to graphics.
- Simplify visual complexity of graphics.

Sample Test Items

Non-modified Item:

Sample A

The main character Janelle can be described as

- A** a lost adventurer.
- B** a curious explorer.
- C** a careless planner.
- D** a thoughtful friend.

Modified Item:

SAMPLE

The main character Janelle can be described as

- Ⓐ a lost adventurer.
- Ⓑ a curious explorer.
- Ⓒ a thoughtful friend.

Multiple-Choice Item Rules

- All items clearly indicate what is expected in a response and help students to focus on their response.
- Each multiple-choice item will have a stem (question, statement, or incomplete statement, and/or graphic component) and three answer (or completion) options, only one of which is correct.
- Multiple-choice item stems will present a complete problem so that students know what to do before looking at the answer choices; students should not need to read all answer choices before knowing what is expected.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed or modified items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

In summary, End-of-Instruction English II test items ask questions that address issues of importance in a text, require students to demonstrate knowledge about grammar, usage, and mechanics, and are consequential, concise, focused, and fair.

Test Structure, Format, and Scoring

The test will consist of one operational written-response item and 40-43 operational multiple-choice items, which will include three responses from which to choose: the correct answer and two distractors.

Each multiple-choice item is scored as correct or incorrect. The student's raw score is converted to a scaled score using the number-correct method.

Content Assessment	Total Items*
English II	43

*Operational items may be dropped from total item counts due to student performance data.

Test Alignment with Oklahoma C³ Standards

Criteria for Aligning the Test with Oklahoma C³ Standards and Objectives
1. Categorical Concurrence The test is constructed so that there are at least six items measuring each <i>Oklahoma C³</i> standard, with the content category consistent with the related standard. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.
2. Range of Knowledge Correspondence The test is constructed so that at least 50% of the objectives for an <i>Oklahoma C³</i> standard are assessed.
3. Balance of Representation The test is constructed according to the Test Blueprint, which reflects the degree of representation given on the test to each <i>Oklahoma C³</i> standard and objective in terms of the percent of total test items measuring each standard and the number of test items measuring each objective.
4. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted <i>Oklahoma C³</i> skill or concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

**Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
English II
Test Blueprint
School Year 2012-2013**

The Test Blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
<i>Reading/Literature</i>		
Vocabulary (1.0)	6–7	13%–15%
Comprehension (2.0)	9–10	20%–22%
Literal Understanding (2.1)	1–3	
Inferences and Interpretation (2.2)	2–4	
Summary and Generalization (2.3)	2–4	
Analysis and Examination (2.4)	1–3	
Literature (3.0)	12–13	26%–28%
Literary Genres (3.1)	2–3	
Literary Elements (3.2)	3–5	
Figurative Language and Sound Devices (3.3)	3–5	
Literary Works (3.4)	2–3	
Research and Information (4.0)	6–7	13%–15%
Accessing Information (4.1)	2–4	
Interpreting Information (4.2)	2–4	
<i>Writing/Grammar/Usage/Mechanics</i>		
Writing (1.0/2.0)	1 (3 points)	7%
Writing Prompt	1	
Grammar/Usage and Mechanics (3.0)	7–8	15%–17%
Standard English Usage (3.1)	2–3	
Mechanics and Spelling (3.2)	2–3	
Sentence Structure (3.3)	2–3	
Total Test	41–44² (43–46 points)	100%

¹ Percentages are approximations and may result in a sum other than 100 due to rounding.

² The actual number of items scored for a student may be slightly lower pending a review of item statistics.

- Each item contributes one score point to the total test score, except for the writing prompt which contributes up to 3 score points. All the percentages in this chart are based on the maximum 46 score points.
- Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

OVERVIEW OF ITEM SPECIFICATIONS

For each *Oklahoma C³* standard, item specifications are organized under the following headings:

- *Oklahoma C³* Standard and *Oklahoma C³* Objective
- Item Specifications
 - a. Emphasis
 - b. Format
 - c. Content Limits
 - d. Distractor Domain
 - e. Sample Test Items

The headings “*Oklahoma C³* Standard” and “*Oklahoma C³* Objective” state the standard and objective being measured as found in the language arts section of the *Oklahoma C³* document.

The heading “Item Specifications” highlights important points about the item’s emphasis, format, content limits, depth of knowledge, distractor domain, and sample test items. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single standard as the primary concept

All items will assess objectives using only depth-of-knowledge levels 1, 2, or 3. Descriptions of the depth-of-knowledge levels for English II are as follows:

Reading/Literature

Level 1 requires students to recall, observe, question, or represent facts or simple skills or abilities. Requires only surface understanding of text, often verbatim recall.

Examples:

- Support ideas by reference to details in text.
- Use dictionary to find meaning.
- Identify figurative language in passage.
- Identify correct spelling or meaning of words.

Level 2 requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text. Involves ordering and classifying text, as well as identifying patterns, relationships, and main points.

Examples:

- Use context to identify unfamiliar words.
- Predict logical outcome.
- Identify and summarize main points.
- Apply knowledge of conventions of Standard American English.
- Compose accurate summaries.
- Make general inferences and predictions for a portion of a text.

Level 3 requires students to go beyond the text. Requires students to explain, generalize, and connect ideas. Involves inferencing, prediction, elaboration, and summary. Requires students to support positions using prior knowledge and to manipulate themes across passages.

Examples:

- Determine effect of author’s purpose on text elements.
- Summarize information from multiple sources.
- Critically analyze literature.
- Compose focused, organized, coherent, purposeful prose.
- Make explanatory and descriptive inferences and interpretations across an entire passage.

Writing/Grammar/Usage and Mechanics

- Level 1 requires students to write and speak using Standard English conventions, including appropriate grammar, punctuation, capitalization, and spelling.
- Level 2 requires students to be able to connect ideas in writing, construct compound sentences, and use organizational strategies in written work.
- Level 3 requires students to develop compositions that include multiple paragraphs and may include complex sentence structure and demonstrate some synthesis and analysis.

Depth of Knowledge Assessed by Test Items

The test will approximately reflect the following depth of knowledge distribution of items:

Depth of Knowledge	Percentage of Items
Level 1—Recall	20–25%
Level 2—Basic Reasoning	60–65%
Level 3—Complex and Extended Reasoning	10–15%

This is the ideal depth of knowledge distribution of items. There may be slight differences in the actual distribution of the upcoming testing session.

Note about the Item Specifications and Sample Items:

With the exception of content limits, the item specifications give suggestions of what might be included and do not give an exhaustive list of what can be included.

These sample test items are not intended to be definitive in nature or construction, as the stimuli and test items may differ from one test form to another, as may their presentation.

Oklahoma C³ Standards

Grade 10

English II-Reading/Literature

Asterisks (*) have been used to identify standards and objectives that are not assessed by the Oklahoma School Testing Program (OSTP) in the original *Oklahoma C³* curriculum.

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- *2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' arguments and positions. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding

- a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
- b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
- c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).
- d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).

2. Inferences and Interpretation

- a. Use elements of the text to defend responses and interpretations.
- b. Draw inferences, such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- *c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).

3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

4. Analysis and Evaluation

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Evaluate deceptive and/or faulty arguments in persuasive texts.

- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, narrative and lyric poetry, and essay.
 - b. Analyze the characteristics of subgenres, such as satire, sonnet, epic, myths and legends, mystery, and editorials.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, and point of view with emphasis on how they are addressed and resolved.
 - b. Explain how an author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood, and credibility of a text.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks

(interrupting the sequence of events to include information about an event that happened in the past).

3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - a. Identify and use figurative language, such as analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and use sound devices, such as rhyme, alliteration, and onomatopoeia.
 - *c. Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Standard 4: Research and Information - The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - *b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.

- b. Determine the author’s viewpoint to evaluate source credibility and reliability.
- c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
- d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

- 1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
 - b. analyze audience and purpose:
 - i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
 - ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.
 - c. analyze appropriate mode/genre.
 - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - e. revise for appropriateness of organization, content, and style.

- f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - g. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
- a. draft a text with a clear controlling idea or thesis.
 - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
 - d. apply a consistent and appropriate point of view.
 - e. understand and apply formal and informal diction.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
- a. read the draft from the intended audience’s point of view to evaluate clarity of purpose.
 - b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
 - e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
 - f. evaluate whether sentence structures are varied in type, length, and complexity.
4. Editing/Proofreading and Evaluating; use precise word choices, including figurative language, that convey specific meaning.
- a. apply Standard English usage, spelling and mechanics to text.

- b. correct errors in grammatical conventions.
 - c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
 - e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
 6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specified audience. Final drafts are formatted appropriate for the mode/genre.

1. Compose fictional, biographical or autobiographical narratives or short stories that:
 - a. establish and develop dynamic and static characters including character motivation, gestures, and feelings.
 - b. establish and develop a plot that effectively communicates the overall theme and establishes significant events.
 - c. establish and maintain a consistent point of view especially third person limited or omniscient point of view.
 - d. establish and develop a setting within a narrative that is relevant to

the overall meaning of the work.

- e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.
- f. present action segments to accommodate changes in time and mood.

2. Compare expository compositions, including analytical essays and research reports that:

- a. integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
- b. communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.
- c. integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.
- d. integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
- e. identify and address reader’s potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.
- f. use technical terms and notations accurately.

3. Compose persuasive/argumentative compositions that:

- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
- b. use exposition, narration, description, and argumentation to support the main argument.
- c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.
- d. clarify and defend positions with precise and relevant evidence, including facts, expert evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- e. effectively address reader’s concerns, counterclaims, biases, and expectations.

- *4. Create documents related to career development that:
- a. follow conventional format for email, formal letter, or memorandum.
 - b. provide clear and purposeful information and address the intended audience appropriately.
 - c. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.
5. Compose reflective papers that may address one of the following purposes:
- a. express the individual’s insight into conditions or situations detailing the author’s role in the outcome of the event as well as an outside viewpoint.
 - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
 - c. complete a self-evaluation on a class performance.
6. Use appropriate essay test-taking and time-writing strategies that:
- a. budget time for prewriting, drafting, revising, and editing.
 - b. prioritize the question/prompt.
 - c. identify the common directives from the prompt (identify command verbs: *explain, compare, evaluate, define, and develop, etc.*).
 - d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
 - e. apply appropriate organizational methods to thoroughly address the prompt.
7. Compose responses to literature that:
- a. integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.
 - b. evaluate the impact of genre, historical, and cultural context on a work.
 - c. evaluate the impact of literary elements/devices and complexities

within the work.

d. extend writing by changing mood, plot, characterization, or voice.

- *8. Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:
- a. incorporates relevant integrated quotations, summary, and paraphrase with commentary.
 - b. includes internal citations.
 - c. contains a works cited/bibliography.

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed work teams to revise and edit.

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use nominative, objective, and possessive nouns.
 - c. Use abstract, concrete, and collective nouns.
 - d. Use correct verb forms and tenses.
 - e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
 - f. Distinguish transitive, intransitive, and linking verbs.
 - g. Distinguish active and passive voice.
 - h. Use correct pronoun/antecedent agreement and clear pronoun reference.
 - i. Use correct forms of positive, comparative, and superlative adjectives.
 - j. Use correct form of conjunction (coordinating, correlating, or subordinating).
 - k. Use appositives and verbals in compositions.

2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - a. Apply capitalization rules appropriately in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets
 - c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography
 - d. Use correct formation of plurals.
 - e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - a. Identify and use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
 - e. Correct comma splices.
 - f. Use independent/dependent and restrictive (essential)/nonrestrictive (essential) clauses to designate the importance of information.
 - g. Use a variety of sentence structures and lengths to create a specific effect.

SCORING CRITERIA FOR WRITTEN RESPONSE

Holistic Scores

Two trained readers independently read each response and assign a holistic score that focuses on specific writing skills. These ratings range from 3 (the highest score) to 1 (the lowest score). The final score provides a profile of the student’s writing. The following is the actual scoring rubric used to assign the holistic scores.

Score	Holistic Writing Rubric
Satisfactory (3)	Response offers a moderate amount of information related to the prompt.
	Response addresses the topic with some development of details.
	Response shows an awareness of sequencing and a progression of ideas.
	Some descriptive words are used to convey the intended message.
	Response contains evidence of sentence structure and may show some variety.
	Errors in grammar, usage, and mechanics may be noticeable but do not affect readability.
Limited Knowledge (2)	Response offers a limited amount of information related to the prompt.
	Response addresses the topic with minimal details.
	Response contains a sense of direction but may lack focus.
	Word choice lacks precision and variety but may not interfere with communication.
	Many sentences are fragments or run-ons though there is evidence of subject-predicate form.
	Errors in grammar, usage, and mechanics distract from the readability.
Unsatisfactory (1)	Response offers a minimal amount of information related to the prompt.
	Prompt may be copied with no evidence of details.
	Response does not progress in a logical order or lacks cohesion.
	Word choice is limited and interferes with communication.
	Sentence structure is not evident, or there may be only a list of unrelated words.
	Errors in grammar, usage, and mechanics severely impede readability.

Hearts & Hands

by O. Henry

1 At Denver, many passengers got on the east-bound express train. In one coach there sat a very pretty young woman dressed in expensive clothes. Among the newcomers were two young men. One was handsome with a bold manner. The other was glum-faced and roughly dressed. They were handcuffed together.

2 They walked down the aisle of the coach. The only empty seat faced the attractive young woman. Here the linked men sat down. Suddenly the young woman smiled and held out her hand.

3 “Well, Mr. Easton, if you will make me speak first, I suppose I must. Don’t you recognize old friends when you meet them in the West?”

4 The younger man was at first surprised. Then he took her fingers in his left hand.

5 “It’s Miss Fairchild,” he said with a smile. “Please excuse the other hand. It’s otherwise engaged at present.”

6 He raised his right hand, handcuffed to the left one of the other man. The glad look in the girl’s eyes slowly changed to horror. Easton was about to speak again, but the glum-faced man spoke instead. He had been watching the girl’s face with his keen eyes.

7 “You’ll excuse me for speaking, Miss, but I see you know the marshal here. If you’ll ask him to speak a word for me when we get to the pen, it’ll make things easier for me. He’s taking me to Leavenworth Prison. Seven years for counterfeiting.”

8 “Oh,” said the girl. “So that is what you’re doing out here. A marshal!”

9 “My dear Miss Fairchild,” said Easton, “I had to do something. Money has a way of taking wing. And you know it takes money to keep step with our crowd in Washington. I saw this opening in the West. Of course, a marshal doesn’t have as high a position as an ambassador, but—”

10 “The ambassador,” said the girl, “doesn’t call on me anymore. He needn’t ever have done so. And so now you are one of those dashing Western heroes. You ride and shoot and go into all kinds of dangers. That’s different from the Washington life. You have been missed from that old crowd.”

11 The girl’s eyes widened as she looked again at the handcuffs.

12 “Don’t worry about them, Miss,” said the other man. “Marshals handcuff themselves to their prisoners to keep them from getting away. Mr. Easton knows his business.”

Adapted excerpt “Hearts & Hands” by O. Henry from *Tales of O. Henry*. Published by Doubleday & Company, Inc.

13 “Will we see you again in Washington?” asked the girl.

14 “Not soon, I think,” said Easton. “My butterfly days are over, I fear.”

15 “I love the West,” said the girl. Her eyes were shining as she looked out the window. “Mama and I spent the summer here. She went home a week ago. I could live and be happy in the West. The air here agrees with me. Money isn’t everything. But people always misunderstand things—”

16 “Mr. Marshal,” growled the glum-faced man. “I haven’t had a smoke all day. Haven’t you talked long enough? Won’t you take me to the smoker? I’m dying for a pipe.”

17 The linked men stood up.

18 Easton smiled and said, “I can’t deny a request for tobacco. Goodbye, Miss Fairchild. Duty calls, you know.” He held out his hand for a farewell.

19 “It’s too bad you’re not going East,” she said. “Must you go to Leavenworth?”

20 “Yes,” said Easton, “I must.”

21 The two men left for the smoker. Two passengers in a seat nearby had heard most of the conversation. One said, “That marshal is a good sort of chap.”

22 “He’s pretty young to hold an office like that, isn’t he?” asked the other

23 “Young?” said the first. “Oh—didn’t you catch on? Did you ever know a marshal to handcuff a prisoner to his right hand?”

Jackie Robinson

There are certain people in United States history who have made a difference. One of these people are Jackie Robinson, one of the best baseball players of all time. Jackie Robinson was the first African American to play baseball in the big leagues.

Jackie Robinson was born the grandson of a slave. Jackies' mother worked hard to raise her children, but Jackie joined a gang and was always in trouble, until he started playing baseball.

Robinson brought excitement to the game. He was a strong, powerful athlete. In 1949, he was named Rookie of the year, and two years later he was voted the National League's Most Valuable Player, the first black player so honored.

Later in his life, Jackie Robinson worked for the cause of civil rights. He spoke out against racial discrimination in all aspects of life. Jackie Robinson will be remembered not only as a great athlete. But also as a great human being.

Capital Auditions

Magic Youth Theatre AUDITION NOTICE



1 Magic Youth Theatre (MYT) has planned another exciting summer season. Last fall, Managing Director Susan Bacova commissioned local author Calvin Sweet to write a new production for our annual summer program. We are proud to present the world premiere of Mr. Sweet’s *Capital Idea*, July 12 through 14 on the MYT stage.

2 *Capital Idea* is a musical comedy concerning three teenagers who spend their summer vacation as tour guides at the State Capitol. Seventeen-year-old Parker Greene has aspirations of running for president some day. Sixteen-year-old Melanie Bigfoote dreams of becoming a television reporter, and Teddie Singleton, a freshman in college, wants to become a political speech writer. The fun begins when the governor announces that the president of the United States and the queen of England plan to visit the State Capitol. However, the governor claims only a handful of top state employees will have the opportunity to meet the dignitaries. Immediately the three friends concoct a plan that will give them access to the queen and the president during their stay. Songs, dances, and hilarious situations abound. The conniving threesome find themselves in one fiasco after another in their attempt to meet the famous twosome.

3 *Capital Idea* promises to be another Magic Youth hit. Director Susan Bacova has directed the past six summer plays. For her direction of last year’s production of *The Dreamers*, Susan received plaudits¹ from several area theatre critics. Reviewer Hillary Pierson wrote, “Susan Bacova has once again directed a masterpiece. Her actors believably age from young teens to senior citizens over the course of fifty minutes. Her attention to detail is evident in every aspect of the play, from the actors’ authentic British accents to the makeup worn by the characters through their aging process to the incandescence of the set design. Voices blend in harmony with the finely tuned orchestra, which is adeptly led by Michael Suárez. Bacova has fabricated a rich and luxurious ensemble piece. Everything about the show works!”

¹plaudits—praise

Part 2

4 Valley View High School’s band director Leo Furgeson will conduct the orchestra for *Capital Idea*. Furgeson has been a teacher and band director at the school for nearly 20 years. Although Susan and Leo have individually worked on musicals before, *Capital Idea* will be their first theatrical collaboration. LeDon Campbell has designed a marvelous stage set and will oversee its construction.

5 Susan, Leo, and LeDon promise a “capital” production. We’ll be looking for you on stage!

Audition Facts

- Performance dates: July 12, 13, and 14, 8 P.M.; July 13, 3 P.M.
- Auditions will be held on May 3, 4–7 P.M., at the MYT.
- Needed: 8 males and 5 females, 16–21 years old.
- Auditioners should prepare a short poem to recite and a song to sing. Call the theatre office to schedule an audition time.
- Orchestra auditions will be held in Valley View High School’s music room on May 3.
- For more information contact:

Magic Youth Theatre
237 Grandon Street
Tulsa, OK 73003
(918) 555-0412

A Country View

by Patricia Cerrone

1 Nancy lifted her art bag with a heave, adjusting it on her shoulder and testing the weight. With a frustrated sigh, she put it down again. Still too heavy for a three-mile hike uphill. She chewed her lip, debating what to take out while examining her final destination. Lookout Point was the perfect spot from which to paint the whitewashed house nestled in the golden valley that surrounded her aunt and uncle’s new ranch. She planned on giving the landscape to them on their anniversary in a few days, but at this point she would either have to take a horse or think of something else.

2 Definitely something else, she determined. There was no way she was getting on one of those crazy horses again.

3 As if sensing her fear, a horse snorted nearby. Nancy spun around in surprise then caught herself when she saw her uncle’s foreman, Joe, leading two horses toward her spot on the wide veranda.

4 “Good-morning, Nancy. Up for a ride today?”

5 Nancy scowled inwardly. He had to know the answer to that, and her look must have said so.

6 ”Now, you’re not going to give up on riding just because of that little incident yesterday, are you?”

7 “Which one, Joe? When I was surrounded by a herd of stampeding cattle? When my horse tossed me? Or, when I was left stranded to wander lost in the wilderness for hours?”

8 ”Now then, the cattle weren’t trying to hurt you, just get around you. And you were only missing fifteen minutes before we caught up. You shouldn’t have run off with Buttercup.”

9 “I didn’t run off. I was trying to hang on!”

10 “Simple miscommunication. The more you squeezed the faster she thought you wanted to go.”

11 “How could she think I’d want to tear through mountain terrain at 100 miles per hour?”

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Part 2

12 “She thought you were an adventurer. A kindred¹ spirit.”

13 Nancy’s lips curled up slightly. While she liked to think of herself as an adventurer, she knew Joe was up to something. The old strategy that if you fell off a horse, get right back on. Good luck. She didn’t need a horse in Denver. She was learning to drive a car.

14 “She’s a horse, Joe. She can’t think.”

15 Buttercup stomped a front hoof impatiently, as if understanding the conversation. Joe patted the mare and whispered an apology before turning to Nancy. “No need to be rude.”

16 Nancy laughed despite herself. She liked Joe. He had a weathered face that scrunched into a million wrinkles when he smiled and dark eyes that always held a gleam of humor in them. He handed her some carrots to feed Buttercup while he fed his own horse, Razor. Nancy held the carrot tentatively² while giving Buttercup her best “don’t mess with me” expression.

17 “It helps when you smile and talk nice to a horse.”

18 “Really?” Nancy was doubtful.

19 “How else do you make friends?”

20 Nancy jumped back nervously when the horse chomped down on the carrot. Buttercup whinnied in annoyance as half the carrot fell to the ground. Realizing all her fingers were still intact, Nancy scooped up the carrot and reached out again, suffering the horse drool more willingly now that she was certain Buttercup was more interested in food than fingers.

21 “What about the cattle?” Nancy asked, wanting to change the subject.

22 “Oh, them. They’re a bunch of followers. Not an individual thinker among them. Out to pasture. In from pasture. Out ... well, you get the idea. Once you learn their habits you can lead them wherever you please.”

23 Nancy fed Buttercup another carrot. The horse could easily carry her and her art supplies, she thought. Still, getting lost worried her. This wasn’t like the city with street names that were marked north and south. There wasn’t a gas station on the corner to indicate where to turn.

¹*kindred*—related

²*tentatively*—hesitantly

24 “Heard you were going up to Lookout Point this morning,” Joe spoke.

25 Nancy shrugged. “I was thinking about it.”

26 “Bringing all that?” Joe glanced over at her art bag and easel.

27 Nancy sighed deeply this time. “No. Too heavy.”

28 “Buttercup can handle it.”

29 “Actually,” Nancy deliberately looked the mare in the eye, “and no offense to you, Buttercup, I was going to hike.”

30 “No need. Razor and I will escort you up. You can return with Buttercup when you’re ready.”

31 “What if we get lost?”

32 “Just go downhill and north.”

33 “North?”

34 “Toward Sawtooth.” He pointed to the solitary peak rising opposite Lookout Point. “Use that as your landmark for north. The sun rises in the east and sets in the west, so just make sure the sun is on your left when we ride up, and then on your left again this afternoon when you come back down.”

35 Joe hopped up the steps and grabbed her supplies. “I’ll load this for you,” he said, a whiskered dimple puckering at his anticipated victory.

36 Nancy hesitated nervously, then made up her mind, reaching for the saddle. “So squeezing is like pressing on the gas, and letting up slows you down.”

37 “Now you’re getting it. City and country are pretty similar when you put on different eyes. Kind of like what an artist does, right?”

38 “That’s exactly what artists do. They see through different eyes.” Nancy smiled at Joe, her confidence returning. “Thanks.”

39 The horse neighed a response.

40 “I meant Joe,” Nancy said to Buttercup.

41 Joe laughed. “She knows.”

The Eagle That Went to War
by Walter Oleksy

- 1 In the spring of 1861, deep in the forests of northwest Wisconsin, a fledgling eagle was about to begin a journey that would change his life forever. Chief Sky, an Indian of the Lac du Flambeau band of Chippewa, brought the eaglet to a farm owned by Daniel McCann. The farmer's wife wanted to keep the bird as a pet and traded the chief a bag of corn. The eaglet had completed the first part of his journey.
- 2 When Mr. McCann came home and saw the eaglet, he said the bird would have to go. It would be too much trouble to keep. The next day, he took the bird to the town of Eau Claire and showed him to some young Wisconsin recruits on their way to Camp Randall at Madison. One of them, a young man named Johnny Hill, took a special liking to the bird.
- 3 "We need a mascot in this war we're going to," Johnny told his comrades. "Let's buy him and take him along with us."
- 4 "How much?" the other recruits asked.
- 5 Mr. McCann decided that he wanted to be rid of the eaglet more than he wanted to make a lot of money, especially off of recruits going to war.
- 6 "Two dollars and a half?" he asked.
- 7 Johnny and his companions dug into their pockets and between them came up with the money. The sale was made and the eaglet now found himself going off to war. Johnny christened him Old Abe, after President Abraham Lincoln, and they took the eaglet in as a full-fledged recruit in the Union Army.
- 8 A few days later, they marched into Camp Randall with Old Abe. They were a little afraid they might get their mascot killed and themselves court martialed for bringing a wild eagle into the army.
- 9 But the commander, knowing the importance of morale to a unit, thought an eagle for a mascot was a fine idea. A perch was made for Old Abe in the form of a shield on which the stars and stripes were painted along with the inscription, "Eighth Regiment, Wisconsin Volunteers."

Adaptation of "The Eagle That Went to War" by Walter Oleksy from *Cobblestone Magazine's* April 1981 issue: Highlights of the Civil War 1861–1865, copyright © 1981 by Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NH 03458. Used by permission of Carus Publishing Company. All rights reserved.

10 The metal perch was mounted on a five-foot pole. A bearer, by setting the staff in a belt-socket, held up Old Abe at a station assigned him at the center of the line of march, behind the Union flag.

11 A short time later, the commander nicknamed the regiment “The Eagles,” and Old Abe was formally sworn into the United States Army.

12 Old Abe went with the Wisconsin Eagles on their mission to war. After he overcame his initial surprise at the sound of enemy gunfire, he would scream fiercely, especially when the company advanced. He would jabber raucously and often soar overhead as if scouting, then return to his perch and call noisily, as if urging the men to action.

Part 2

13 Old Abe was always there, in the thick of 36 battles and skirmishes, a symbol of courage to Johnny Hill and every other soldier.

14 One Confederate general remarked that he would rather capture “that sky buzzard” than a whole brigade of soldiers.

15 Old Abe suffered two minor battle wounds, at Corinth and Vicksburg, Mississippi, before the war ended.

16 When the Wisconsin Eagles returned to Madison, the soldiers marched through the streets carrying Old Abe bobbing on his perch, hale and hearty as ever. Crowds cheered him as a real hero, and he flapped his wings as a sign of recognition.

17 With the war over, Old Abe was presented to the State of Wisconsin and given a room in the basement of the Capitol, where a soldier comrade became his private caretaker.

18 Thousands of people from all over the country came to see the famous war eagle that had survived so many battles and spurred so many soldiers on to victory. His molted feathers sold for \$5 apiece, and P.T. Barnum offered \$20,000 to feature him as a circus performer. But other work was in store for Old Abe.

19 By special act of the Wisconsin legislature in 1876, and with the governor’s approval, Old Abe was exhibited at the United States Centennial Exposition in Philadelphia. His chaperone was none other than his old army buddy, Johnny Hill.

20 Returning from Philadelphia, Old Abe went on tours of the country. He helped raise thousands of dollars for war relief charity and became a national hero all over again.

21 Old Abe was almost twenty years old when he died. A granite statue of the valiant eagle stands over the arched entrance to Old Camp Randall in Madison.

Edgar Allan Poe

The next time you read a first-class, spine-tingling mystery, think about the author who created the forerunner of the modern detective story, Edgar Allan Poe. Orphaned as a young child, Poe went to live with a wealthy Virginia merchant, John Allan, and his family. However, Poe had inherited an artistic flair from his actor parents, which led him to live a fascinating but dark life, very similar to one of his mysterious tales. Biographies cite sources that show Poe's reckless financial behavior while a student at the University of Virginia; his undisciplined lifestyle violated his family's principals, ensuring that his family would disown him. Eventually, John Allan reconciled with Poe and helped him secure an appointment to the United States Military Academy at West Point. Poe's subsequent dismissal caused a lifelong family strain; however, Poe lacked the self-control necessary for the academy.

Part 2

Following his dismissal from West Point, Poe stayed with his widowed aunt and then was married in 1836. Even though he was constantly writing and its fascinating tales made him well-known as an author, Poe supported himself and his young wife by working as an editor for the *Southern Literary Messenger* and other publications.

Poe's excellent collection of tales was generally well received because of the public's enthusiasm for a good mystery. His most famous poems feature his recognizable rhythms and somber and sad settings and poems with this rhythm and somber and sad settings are the haunting "Annabelle Lee" and "The Raven." Although he never achieved financial success, his work influenced both American and European literature.

Labeled classics of detective fiction today, Poe's mysteries were then known as "tales of ratiocination." A process of exact thinking, ratiocination first appeared in Poe's "The Gold Bug," which was published in 1843. Poe's "The Mystery of Marie Roget" (1842–43) showed how the powers of deduction could be used to solve a crime. In the creative plot twist of "The Purloined Letter," Poe illustrates how the solution, no matter how unlikely, must hold the key to the mystery. Many characteristics of the Poe mystery, such as an independent-minded investigator and a locked-room crime scene, are now conventions of modern private-eye fiction.

Part 3

Like the works of Arthur Conan Doyle, Poe's detective stories rely on the ability of an intelligent investigator to analyze data and solve a mystery. In fact, C. Auguste Dupin, Poe's master detective, is a predecessor of Sherlock Holmes. Skeptical of police and highly rational, Dupin solves the most impossible of crimes.

Edgar Allan Poe is still considered one of the influential of all the writers in the field of detective fiction. The author of the next mystery you read will surely be indebted to Poe's trailblazing work, which opened up a whole new genre for other fiction writers to explore and which created a wealth of memorable mysteries.

O. Henry's "The Gift of the Magi"

Although O. Henry's famous short story "The Gift of the Magi" has long enjoyed a reputation as a holiday classic; its theme of personal sacrifice for the sake of love is meaningful year-round. Despite a certain sentimentality and a reliance on coincidence, this story is a small gem, possibly the author's best. It is like many other O. Henry stories. Set in New York City. "The Gift of the Magi" also exhibits O. Henry's typical interest in ordinary people overwhelmed with problems. The plot depends on a surprise twist at the end, an O. Henry trademark, and the story closes with a moral. All this may seem quaint, like an heirloom of an earlier time, but "The Gift of the Magi" does not lack charm. The message remains as fresh today as when it first appears in print over a century ago.

Part 2

"O. Henry" is the pen name used by William Sydney Porter, a man whose life was in some ways as colorful and surprising as his stories. He served three years embezzling money from a bank in prison in Ohio. During that time, he began writing fiction. The source of his pen name is not altogether clear; perhaps it came from his habit of saying "Oh, Henry" to the family cat. Whatever the explanation, it was as O. Henry that Porter published the stories that would make him one of the most popular fiction writers' in the United States.

Part 3

"The Gift of the Magi" tells the story of Jim and Della, who are struggling to make ends meet on Jim's salary of \$20 per week. Della loves her husband dearly and wants to give him a gift that will show the depth of her affection. She has very little cash, and despairing over what to do, until she decides to sell her beautiful long hair to a wigmaker. With the money from this sale, she purchases a gold chain for Jim's most prized possession, a valuable watch he inherited from his Father and grandfather. Her only concern is that her husband will be angry that she has cut her hair. When Jim returns home, however, he is not angry, but stunned. His watch was sold in order to buy Della some beautiful combs for her hair!

After this unexpected conclusion, the author states, "Of all who give and receive gifts, such as they are wisest." Jim and Della were wise because each have made a sacrifice that expressed love for the other—a gift from the heart. Literary scholars often dismiss O. Henry as a minor writer of emotional fiction intended merely to entertain mass audiences, but no one can deny that "The Gift of the Magi" expresses a worthy ideal.

READING/LITERATURE

Oklahoma C³ Standard:

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussions.

Oklahoma C³ Objective:

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to apply word roots, prefixes, and suffixes to determine word meanings.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

Sample Test Item for Standard 1.1:

from “Capital Auditions,” Part 1

Depth of Knowledge: 2

Read the following.

Her attention to detail is evident in every aspect of the play, from the actors’ authentic British accents to the make-up worn by the characters through their aging process to the incandescence of the set design.

“Candere” is Latin meaning “to glow.” What does incandescence mean?

- A** brightness
- B** explosion
- C** background

Correct Answer: A—brightness

Oklahoma C³ Standard:

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussions.

Oklahoma C³ Objective:

3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to use varied reference materials to determine word meanings and correct usage.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

Sample Test Item for Standard 1.3:
from “A Country View,” Part 1

Depth of Knowledge: 2

nes•tle (nĕs'əl) *v.*

1. To be in a sheltered location.
2. To draw or press close.
3. To make a nest.

Which definition of nestle is used in paragraph 1?

- A** to be in a sheltered location
- B** to draw or press close
- C** to make a nest

Correct Answer: A—to be in a sheltered location

Oklahoma C³ Standard:

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussions.

Oklahoma C³ Objective:

4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to discriminate between connotative and denotative meanings.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

Note: There is no sample item at the present time.

Oklahoma C³ Standard:

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussions.

Oklahoma C³ Objective:

5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to determine word meanings by using context clues within the sentence.

Format:

- Students will be asked to demonstrate this ability based on words within a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested within sufficient context may be above grade level.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words or phrases.

Sample Test Item for Standard 1.5:
from “The Eagle That Went to War,” Part 1
Depth of Knowledge: 2

Read the following.

He would jabber raucously and often soar overhead as if scouting, then return to his perch and call noisily, as if arguing the men to action.

In this sentence, the word raucously means

- A** to be extremely harsh.
- B** to be overly confused.
- C** to be perfectly independent.

Correct Answer: A—to be extremely harsh.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purposes.

Item Specifications:

Emphasis:

- Items will require students to identify the structures and formats of various informational documents and explain how authors use the features to achieve their purposes.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be informational texts.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may consist of incorrect identification of structures or features or inaccurate explanations of the author's use of them.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

1. Literal Understanding
 - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).

Item Specifications:

Emphasis:

- Items will require students to explain an author’s use of persuasive techniques, style, literary forms or genre, portrayal of themes, or language to accomplish purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may include incorrect but logical descriptions of author’s persuasive techniques, style, literary forms or genre, portrayal of themes, or language.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

1. Literal Understanding
 - d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., *however, in spite of, for example, consequently*).

Item Specifications:

Emphasis:

- Items will require students to demonstrate recognition of transitional words and phrases and their contributions to the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meaning of words or phrases.

Sample Test Item for Standard 2.1d:
from “Capital Auditions,” Part 1

Depth of Knowledge: 2

Read this sentence from paragraph 2.

However, the governor claims only a handful of top state employees will have the opportunity to meet the dignitaries.

In this sentence, the author uses however to add

- A** similar information.
- B** contrasting information.
- C** sequential information.

Correct Answer: B—contrasting information.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

2. Inferences and Interpretation

a. Use elements of the text to defend responses and interpretations.

Item Specifications:

Emphasis:

- Items will require students to identify textual evidence to support conclusions.
- Items will require students to support responses with elements from the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be explicit statements from the text that do not represent key concepts or the theme, or statements based on explicit information that do not represent key concepts, the theme, or minor details from the text.

Sample Test Item for Standard 2.2a:
from “Hearts & Hands”

Depth of Knowledge: 2

What does Miss Fairchild mean when she tells Mr. Easton, “You have been missed from that old crowd”?

- A** Miss Fairchild is jealous of his popularity in Washington.
- B** Miss Fairchild does not have the same friends in Washington.
- C** Miss Fairchild thinks he is different from the other people she knows in Washington.

Correct Answer: C—Miss Fairchild thinks he is different from the other people she knows in Washington.

Sample Test Item for Standard 2.2a:
from “Hearts & Hands”

Depth of Knowledge: 2

When Easton talked about his “butterfly days,” he was referring to days when he

- A** attended college.
- B** counterfeited money.
- C** had no responsibilities.

Correct Answer: C—had no responsibilities.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

2. Inferences and Interpretation

- b. Draw inferences, such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.

Item Specifications:

Emphasis:

- Items will require students to draw inferences: conclusions, generalizations, predictions.
- Items will require students to support responses with evidence from the text and personal experience.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible, yet incorrect, information and may include misunderstandings or inferences based on, but not directly supported by, the passage.

Sample Test Item for Standard 2.2b:
from “Hearts & Hands”

Depth of Knowledge: 2

The marshal pretended to be the prisoner because he wanted

- Ⓐ to spare the lady’s feelings.
- Ⓑ to draw attention to himself.
- Ⓒ to keep Easton from escaping.

Correct Answer: A—to spare the lady’s feelings.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.

Item Specifications:

Emphasis:

- Items will require students to summarize the main idea of a text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible, yet incorrect, information in the form of incorrect main idea or subordinate/supporting idea from text.

Sample Test Item for Standard 2.3a:
from “The Eagle That Went to War,” Part 2

Depth of Knowledge: 2

Which is the main idea of this passage?

- Ⓐ Johnny Hill was smart for buying Old Abe.
- Ⓑ Eagles can be good mascots in the Civil War.
- Ⓒ Old Abe was a valuable member of the Eighth Regiment.

Correct Answer: C—Old Abe was a valuable member of the Eighth Regiment.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

3. Summary and Generalization

- b. Use text features and elements to support inferences and generalizations about information.

Item Specifications:

Emphasis:

- Items will require students to use features of a text to support inferences and generalizations being made based on the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect inferences and generalizations not supported by the text, or incorrect connections drawn between text features and inferences.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

3. Summary and Generalization

- c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

Item Specifications:

Emphasis:

- Items will require students to summarize and paraphrase complex ideas and draw summaries of multiple concepts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be informational texts.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect inferences, summaries, or paraphrases not supported by the text or incorrect relationships drawn between details and concepts.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

4. Analysis and Evaluation

a. Discriminate between fact and opinion and fiction and nonfiction.

Item Specifications:

Emphasis:

- Items will require students to discriminate between factual and opinionated information.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.
- Reading selections should be clearly fictional or nonfictional.
- Reading selections should contain facts and/or opinions (strong author position).

Distractor Domain:

- Incorrect answer choices will consist of plausible, yet incorrect, information in the form of incorrect examples of facts or opinions from the text.

Sample Test Item for Standard 2.4a:
from “Capital Auditions,” Part 1

Depth of Knowledge: 2

Which sentence is a fact?

- Ⓐ Magic Youth Theatre (MYT) has planned another exciting summer season.
- Ⓑ Songs, dances, and hilarious situations abound.
- Ⓒ Director Susan Bacova has directed the past six summer plays.

Correct Answer: C—Director Susan Bacova has directed the past six summer plays.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

4. Analysis and Evaluation

b. Evaluate deceptive and/or faulty arguments in persuasive texts.

Item Specifications:

Emphasis:

- Items will require students to examine deceptive and/or faulty arguments in persuasive texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be either informational or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible, yet incorrect, information and may include faulty arguments and/or logical fallacies.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

4. Analysis and Evaluation

- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

Item Specifications:

Emphasis:

- Items will require students to explain how authors use structure and format to achieve their purposes.
- Items will require students to analyze the structure and format of documents to discover the author's purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect use or analysis of patterns of organization, repetition, or word choice in the text.

Oklahoma C³ Standard:

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma C³ Objective:

4. Analysis and Evaluation

- d. Analyze techniques (e.g., language, organization, tone, and context) used to convey opinions or impressions.

Item Specifications:

Emphasis:

- Items will require students to analyze techniques used to convey points of view or impressions.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may include inaccurate identification of a point of view or bias/stereotype (an author's or character's).

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

1. Literary Genres - Demonstrate knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, narrative and lyric poetry, and essay.

Item Specifications:

Emphasis:

- Items will require students to identify the genre of a text or analyze characteristics of genres.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of likely alternative genres or plausible information from the selection.

Sample Test Item for Standard 3.1a:
from “Hearts & Hands”

Depth of Knowledge: 2

This passage is an example of

- A** novel.
- B** biography.
- C** short story.

Correct Answer: C—short story.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - b. Analyze the characteristics of subgenres, such as satire, sonnet, epic, myths and legends, mystery, and editorial.

Item Specifications:

Emphasis:

- Items will require students to analyze the characteristics of subgenres, such as satire, sonnet, epic, myths and legends, mystery, and editorial.
- Items will require students to identify the genre of a text or analyze characteristics of subgenres.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: satire, sonnet, epic, myth and legend, mystery, and editorial.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of subgenre characteristics and/or misapplication of a particular characteristic to a subgenre.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, and point of view with emphasis on how they are addressed and resolved.

Item Specifications:

Emphasis:

- Items will require students to describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, and point of view.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative, and lyric poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection, including misstated plot elements, characterizations, or incorrect but logical settings, themes, moods, or points of view.

Sample Test Item for Standard 3.2a:

from “A Country View,” Part 2

Depth of Knowledge: 2

Based on his treatment of both Nancy and the horse, which word describes Joe?

- Ⓐ considerate
- Ⓑ apologetic
- Ⓒ reckless

Correct Answer: A—considerate

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - b. Explain how an author’s viewpoint or choice of a narrator affects the characterization and the tone, plot, mood, and credibility of a text.

Item Specifications:

Emphasis:

- Items will require students to explain how an author’s voice, point of view, or choice of a narrator affect the characterization and the tone, plot, mood, and credibility of a text.
- Items will require students to explain how literary elements affect, influence, or shape the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate representations of the author’s voice, point of view, and choice of a narrator.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Item Specifications:

Emphasis:

- Items will require students to analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.
- Items will require students to explain how characters' own words affect their actions and beliefs.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection.

Sample Test Item for Standard 3.2c:

from “A Country View,” Part 1

Depth of Knowledge: 2

Which word describes Nancy’s tone when speaking with Joe in paragraphs 7 through 11?

- Ⓐ embarrassed
- Ⓑ Sarcastic
- Ⓒ Weary

Correct Answer: B—sarcastic

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.

Item Specifications:

Emphasis:

- Items will require students to recognize various literary devices and techniques, including imagery, irony, allegory, and symbolism.
- Items will require students to explain how literary devices and techniques affect, influence, or shape the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may consist of incorrect labels for figurative language or incorrect examples of figurative language from the text.

Sample Test Item for Standard 3.2d:
from “The Eagle That Went to War,” Part 2

Depth of Knowledge: 3

The tone the author uses when describing Old Abe’s contributions to the United States is one of

- Ⓐ hope.
- Ⓑ respect.
- Ⓒ sympathy.

Correct Answer: B—respect.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Item Specifications:

Emphasis:

- Items will require students to examine the author’s purpose and the development of time and sequence, including the use of literary devices, such as foreshadowing or flashbacks.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may consist of incorrect labels or examples of literary devices from the text.

Sample Test Item for Standard 3.2e:
from “A Country View,” Part 2

Depth of Knowledge: 3

The author uses flashback to show

- Ⓐ what happened to Nancy the day before.
- Ⓑ how skilled a painter Nancy has become.
- Ⓒ where Nancy lives during most of the year.

Correct Answer: A—what happened to Nancy the day before.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - a. Identify and use figurative language, such as analogy, hyperbole, metaphor, personification, and simile.

Item Specifications:

Emphasis:

- Items will require students to identify and understand figurative language used in texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may consist of incorrect labels for figurative language or incorrect examples of figurative language from the text.

Sample Test Item for Standard 3.3a:
from “Hearts & Hands”

Depth of Knowledge: 2

Read the following.

I had to do something. Money has a way of taking wing.

The phrase “taking wing” means

- Ⓐ** disappearing.
- Ⓑ** traveling.
- Ⓒ** growing.

Correct Answer: A—disappearing.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - b. Identify and use sound devices, such as rhyme, alliteration, and onomatopoeia.

Item Specifications:

Emphasis:

- Items will require students to identify and use literary sound devices, such as rhyme, alliteration, and onomatopoeia.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be from poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may contain incorrect identifications or uses of sound devices.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.

Item Specifications:

Emphasis:

- Items will require students to analyze and evaluate works of literature and the historical context in which they were written.
- Items will require students to examine works of literature and the historical context in which they were written.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may contain incorrect analysis of an historical time's influence on a writer's text.

Sample Test Item for Standard 3.4a:
from “The Eagle That Went to War,” Part 2
Depth of Knowledge: 3

Based on Old Abe’s activities after the war, what was one effect of the Civil War?

- A** More soldiers joined the army...
- B** Morale among the troops was low.
- C** Many people experienced hard times.

Correct Answer: C—Many people experienced hard times.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

Item Specifications:

Emphasis:

- Items will require students to analyze and evaluate literature from various cultures or recognize the cultural influences of a society on an author and/or text.
- Items will require students to examine literature from various cultures to broaden cultural awareness.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may contain incorrect analysis of the influence of a culture on a writer or text.

Oklahoma C³ Standard:

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Item Specifications:

Emphasis:

- Items will require students to compare literature and provide evidence of the use of archetypal characters, settings, and themes to support ideas.

Format:

- Students will be asked to demonstrate this ability based on reading selections.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may contain incorrect evidence regarding the use of archetypal characters, settings, and themes.

Oklahoma C³ Standard:

Standard 4: Research and Information - The student will conduct research and organize information.

Oklahoma C³ Objective:

1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.

Item Specifications:

Emphasis:

- Items will require students to access information from a variety of primary and secondary sources with guidance in order to further understanding of a text.
- Items will require students to locate appropriate resources for research purposes.

Format:

- Students will be asked to demonstrate this ability based on a reference source, such as encyclopedias, magazines, or newspaper articles and Web pages.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information based on the selection and may include related but inaccurate sources to the topic being presented.

Sample Test Item for Standard 4.1a:

from “Capital Auditions,” Part 2

Depth of Knowledge: 2

Which book would help a student learn more about trying out for a part in a production?

- Ⓐ *Working in the Theatre*
- Ⓑ *History of Musical Theatre*
- Ⓒ *Auditioning Tips from the Pros*

Correct Answer: C—Auditioning Tips from the Pros

Oklahoma C³ Standard:

Standard 4: Research and Information - The student will conduct research and organize information.

Oklahoma C³ Objective:

1. Accessing Information - Select the best source for a given purpose.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

Item Specifications:

Emphasis:

- Items will require students to use organizational strategies to comprehend content material.

Format:

- Students will be asked to demonstrate this ability based on the text structure(s) within a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may include inaccurate comparisons, causes and effects, problems and solutions, and sequence of events.

Sample Test Item for Standard 4.1c:
from “The Eagle That Went to War,” Part 2

Depth of Knowledge: 2

How would a student show on a note card what happened to Old Abe when the war ended?

- A** The war ended --> Old Abe suffered from battle wounds
- B** The war ended --> Old Abe was officially sworn into the army
- C** The war ended --> Old Abe toured the country as a national hero

Correct Answer: C—The war ended --> Old Abe toured the country as a national hero

Oklahoma C³ Standard:

Standard 4: Research and Information - The student will conduct research and organize information.

Oklahoma C³ Objective:

2. Interpreting Information - Examine information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.

Item Specifications:

Emphasis:

- Items will require students to summarize, paraphrase, and/or quote relevant information from a text as a way to understand the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection but may contain information not relevant to an effective summary of the text.

Sample Test Item for Standard 4.2a:
from “The Eagle That Went to War,” Part 2

Depth of Knowledge: 2

Which statement summarizes this passage for a note card?

- A** Old Abe was an eagle who went to war as a Union mascot, was wounded twice and decorated for bravery, and became a national hero.
- B** Old Abe was an eagle purchased from Daniel McCann by the Union Army before the beginning of the Civil War.
- C** Old Abe was a soldier with an impressive battle record and has a statue in his honor.

Correct Answer: A—Old Abe was an eagle who went to war as a Union mascot, was wounded twice and decorated for bravery, and became a national hero.

Oklahoma C³ Standard:

Standard 4: Research and Information - The student will conduct research and organize information.

Oklahoma C³ Objective:

2. Interpreting Information - Examine information from a variety of sources.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.

Item Specifications:

Emphasis:

- Items will require students to determine the author's viewpoint in order to evaluate source credibility and the credibility of the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate identification of the author's point of view or the author's bias and/or stereotypes and possible effect on the author's credibility.

Oklahoma C³ Standard:

Standard 4: Research and Information - The student will conduct research and organize information.

Oklahoma C³ Objective:

2. Interpreting Information - Examine information from a variety of sources.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.

Item Specifications:

Emphasis:

- Items will require students to examine information from multiple sources to draw conclusions.
- Items will require students to use information from multiple sources to draw conclusions.

Format:

- Students will be asked to demonstrate this ability based on more than one reading section.

Content Limits:

- The reading sections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the sections and may include reasonable but inaccurate examination of information based on the topic(s) of the texts.

Oklahoma C³ Standard:

Standard 4: Research and Information - The student will conduct research and organize information.

Oklahoma C³ Objective:

2. Interpreting Information - Examine information from a variety of sources.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Item Specifications:

Emphasis:

- Items will require students to identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Format:

- Students will be asked to demonstrate this ability based on the use of reference sources, such as almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: almanacs, microfiche, news sources, in-depth field studies, journals, technical documents, or Internet sources.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts but may include inaccurate inconsistencies in the information or inaccurate connections drawn between perspectives presented in the texts.

WRITING/GRAMMAR/USAGE AND MECHANICS

Oklahoma C³ Standard:

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. revise for appropriateness of organization, content and style.
 - b. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
2. Use elaboration to develop an idea:
 - a. draft a text with a clear controlling idea or thesis.
 - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
 - d. apply a consistent and appropriate point of view.
 - e. understand and apply formal and informal diction.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing:
 - a. read the draft from the intended audience's point of view to evaluate clarity of purpose
 - b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
 - e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
 - f. evaluate whether sentence structures are varied in type, length, and complexity.
3. Editing/Proofreading and Evaluating; use precise word choices, including figurative language, that convey specific meaning.
 - a. apply Standard English usage, spelling and mechanics to text.
 - b. correct errors in grammatical conventions.
 - c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).

- e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

Item Specifications:

Emphasis:

- Use a writing process to develop and refine composition skills.

Format:

- Students will be asked to demonstrate these abilities by producing an essay based on an independent writing prompt.

Content Limits:

- The writing prompt will be an independent prompt.

Sample Writing Prompt for Standards 1 and 2:

Writing Topic:

Think about a time when something was said that affected you. The words may have

- **helped you;**
- **encouraged you;**
- **changed your feelings; or**
- **changed your way of thinking.**

Write an essay about how these words affected you. Be sure to include an introduction, a body, and a conclusion in your writing.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).

Item Specifications:

Emphasis:

- Items will require students to distinguish between commonly confused words.
- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of commonly confused words.

Sample Test Item for Standard 3.1a:
from “Edgar Allan Poe,” Part 1

Depth of Knowledge: 1

Read the following.

Biographies cite sources that show Poe’s reckless financial behavior while a student at the University of Virginia; his undisciplined lifestyle violated his family’s principals, ensuring that his family would disown him.

What change should be made to the underlined word?

- Ⓐ principal’s
- Ⓑ principles
- Ⓒ principle’s

Correct Answer: B—principles

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - b. Use nominative, objective, and possessive nouns.

Item Specifications:

Emphasis:

- Items will require students to distinguish between commonly confused words.
- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of commonly confused words.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - c. Use abstract, concrete, and collective nouns.

Item Specifications:

Emphasis:

- Items will require students to distinguish between commonly confused words.
- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of commonly confused words.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - d. Use correct verb forms and tenses.

Item Specifications:

Emphasis:

- Items will require students to use correct verb forms and tenses.
- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of verbs in incorrect forms and tenses.

Sample Test Item for Standard 3.1d:
from “Jackie Robinson”

Depth of Knowledge: 1

Read the following.

One of these people are Jackie Robinson, one of the best baseball players of all time.

Which change should be made to the underlined part?

- A** will be
- B** were
- C** is

Correct Answer: C—is

Sample Test Item for Standard 3.1d:

from “O. Henry’s ‘The Gift of the Magi,’” Part 1

Depth of Knowledge: 1

Read the following.

The message remains as fresh today as when it first appears in print over a century ago.

What change should be made to the underlined word?

- A** appearing
- B** appeared
- C** appear

Correct Answer: B—appeared

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.

Item Specifications:

Emphasis:

- Items will require students to use correct subject-verb agreement.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect subject-verb agreements.

Sample Test Item for Standard 3.1e:
from “O. Henry’s ‘The Gift of the Magi,’” Part 3

Depth of Knowledge: 1

Read the following.

Jim and Della were wise because each have made a sacrifice that expressed love for the other—a gift from the heart.

What change should be made to the underlined part?

- A** were made
- B** has made
- C** would make

Correct Answer: B—has made

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - f. Distinguish transitive, intransitive, and linking verbs.

Item Specifications:

Emphasis:

- Items will require students to use correct subject-verb agreement.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect subject-verb agreements.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - g. Distinguish active and passive voice.

Item Specifications:

Emphasis:

- Items will require students to distinguish active and passive voice.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of either active or passive voice.

Sample Test Item for Standard 3.1g:
from “O. Henry’s ‘The Gift of the Magi,’” Part 3
Depth of Knowledge: 2

Read the following.

His watch was sold in order to buy Della some beautiful combs for her hair!

What change should be made to state the sentence in the active voice?

- A** He sold his watch in order to buy Della some beautiful combs for her hair!
- B** In order to buy Della some beautiful combs for her hair, his watch was sold!
- C** The watch was being sold by him in order to buy Della some beautiful combs for her hair!

Correct Answer: A—He sold his watch in order to buy Della some beautiful combs for her hair!

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - h. Use correct pronoun/antecedent agreement and clear pronoun reference.

Item Specifications:

Emphasis:

- Items will require students to use correct pronoun and antecedent agreement and clear pronoun reference.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect pronoun use and pronoun reference.

Sample Test Item for Standard 3.1h:
from “Edgar Allan Poe,” Part 2

Depth of Knowledge: 1

Read the following.

Even though he was constantly writing and its fascinating tales made him well-known as an author . . .

What change should be made to the underlined part?

- A** his
- B** him
- C** their

Correct Answer: A—his

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - i. Use correct forms of positive, comparative and superlative adjectives.

Item Specifications:

Emphasis:

- Items will require students to use correct forms of comparative and superlative adjectives.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect forms of comparative and superlative adjectives.

Sample Test Item for Standard 3.1i:

from “Edgar Allan Poe,” Part 3

Depth of Knowledge: 1

Read the following.

Edgar Allan Poe is still considered one of the influential of all the writers in the field of detective fiction.

What change should be made to the underlined phrase?

- A** one of the most influential
- B** one of the better influential
- C** one of the more influential

Correct Answer: A—one of the most influential

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - j. Use correct form of conjunction (coordinating, correlating, or subordinating).

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish between commonly confused words.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of commonly confused words.

Note: There is no sample item at the present time.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.

k. Use appositives and verbals in compositions.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use appositives and verbals in compositions.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of appositives or verbals.

Note: There is no sample item at the present time.

Oklahoman C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - a. Apply capitalization rules appropriately in writing.

Item Specifications:

Emphasis:

- Items will require students to use correct capitalization.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of capitalization.

Sample Test Item for Standard 3.2a:
from “Jackie Robinson”

Depth of Knowledge: 1

Read the following.

In 1949, he was named Rookie of the year, and two years later he was voted the National League’s Most Valuable Player, the first black player so honored.

Which change should be made to the underlined part?

- A** rookie of the year
- B** Rookie of the Year
- C** Rookie of The Year

Correct Answer: B—Rookie of the Year

Sample Test Item for Standard 3.2a:

from “O. Henry’s ‘The Gift of the Magi,’” Part 3

Depth of Knowledge: 1

Read the following.

With the money from this sale, she purchases a gold chain for Jim’s most prized possession, a valuable watch he inherited from his Father and grandfather.

What change should be made to the underlined part?

- A** Father and Grandfather
- B** father and Grandfather
- C** father and grandfather

Correct Answer: C—father and grandfather

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets

Item Specifications:

Emphasis:

- Items will require students to use correct punctuation.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of punctuation.

Sample Test Item for Standard 3.2b:
from “Jackie Robinson”

Depth of Knowledge: 1

Read the following.

Jackies' mother worked hard to raise her children, but Jackie joined a gang and was always in trouble, until he started playing baseball.

Which change should be made to the underlined part?

- A** Jackie’s
- B** Jackies
- C** Jackies’s

Correct Answer: A—Jackie’s

Sample Test Item for Standard 3.2b:
from “Jackie Robinson”

Depth of Knowledge: 1

Read the following.

Later in his life; Jackie Robinson worked for the cause of civil rights.

Which change should be made to the underlined part?

- A** life.
- B** life:
- C** life,

Correct Answer: C—life,

Sample Test Item for Standard 3.2b:

from “O. Henry’s ‘The Gift of the Magi,’” Part 1

Depth of Knowledge: 1

Read the following.

Although O. Henry’s famous short story “The Gift of the Magi” has long enjoyed a reputation as a holiday classic; its theme of personal sacrifice for the sake of love is meaningful year-round.

What change should be made to the underlined part?

- A** classic, its
- B** classic. It’s
- C** classic its

Correct Answer: A—classic, its

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use correct of punctuation in research writing.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of punctuation in research writing.

Note: There is no sample item at the present time.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - d. Use correct formation of plurals.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use correct formation of plurals.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect formation of plurals.

Sample Test Item for Standard 3.2d:

from “O. Henry’s ‘The Gift of the Magi,’” Part 2

Depth of Knowledge: 1

Read the following.

Whatever the explanation, it was as O. Henry that Porter published the stories that would make him one of the most popular fiction writers’ in the United States.

What change should be made to the underlined word?

- A** writers
- B** writer’s
- C** writeres

Correct Answer: A—writers

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to choose the correct spelling of commonly misspelled words.
- Items will require students to identify correct homonyms.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of misspelled words, including homonyms.

Sample Test Item for Standard 3.2e:
from “O. Henry’s ‘The Gift of the Magi,’” Part 2
Depth of Knowledge: 1

Read the following.

The source of his pen name is not altogether clear; perhaps it came from his habit of saying “Oh, Henry” to the family cat.

What change should be made to the underlined word?

- Ⓐ altogether
- Ⓑ all together
- Ⓒ all-together

Correct Answer: A—altogether

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - a. Identify and use parallel structure.

Item Specifications:

Emphasis:

- Items will require students to use parallel structure.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of unparallel forms.

Sample Test Item for Standard 3.3a:

from “O. Henry’s ‘The Gift of the Magi,’” Part 3

Depth of Knowledge: 2

Read the following.

She has very little cash, and despairing over what to do, until she decides to sell her beautiful long hair to a wigmaker.

What change should be made to make this sentence parallel?

- A** Having very little cash and despairing over what to do, she decides to sell her beautiful long hair to a wigmaker.
- B** Having very little cash and despaired over what to do, she decides to sell her beautiful long hair to a wigmaker.
- C** Having very little cash and despairs over what to do, she decides to sell her beautiful long hair to a wigmaker.

Correct Answer: A—Having very little cash and despairing over what to do, she decides to sell her beautiful long hair to a wigmaker.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - b. Correct dangling and misplaced modifiers.

Item Specifications:

Emphasis:

- Items will require students to correct dangling and misplaced modifiers.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of dangling and misplaced modifiers.

Sample Test Item for Standard 3.3b:
from “O. Henry’s ‘The Gift of the Magi,’” Part 2
Depth of Knowledge: 2

Read the following.

He served three years embezzling money from a bank in prison in Ohio.

What change should be made to the underlined sentence?

- A** He served three years in an Ohio prison for embezzling money from a bank.
- B** In Ohio, he served three years in prison for embezzling money from a bank.
- C** He served three years for embezzling money from a bank in an Ohio prison.

Correct Answer: A—He served three years in an Ohio prison for embezzling money from a bank.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - c. Correct run-on sentences.

Item Specifications:

Emphasis:

- Items will require students to correct run-on sentences.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that are run-on sentences.

Sample Test Item for Standard 3.3c:

from “Edgar Allan Poe,” Part 2

Depth of Knowledge: 2

Read the following.

His most famous poems feature his recognizable rhythms and somber and sad settings and poems with this rhythm and somber and sad settings are the haunting “Annabelle Lee” and “The Raven.”

What change should be made to the sentence?

- A** His most famous poems are the haunting “Annabelle Lee” and “The Raven,” they have recognizable rhythms and somber and sad settings.
- B** His most famous poems feature his recognizable rhythms and somber and sad settings; and they include the haunting “Annabelle Lee” and “The Raven.”
- C** His most famous poems include the haunting “Annabelle Lee” and “The Raven.” These poems feature his recognizable rhythms and somber and sad settings.

Correct Answer: C—His most famous poems include the haunting “Annabelle Lee” and “The Raven.” These poems feature his recognizable rhythms and somber and sad settings.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.

d. Correct fragments.

Item Specifications:

Emphasis:

- Items will require students to correct sentence fragments.
- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain sentence fragments.

Sample Test Item for Standard 3.3d:

from “O. Henry’s ‘The Gift of the Magi,’” Part 1

Depth of Knowledge: 2

Read the following.

It is like many other O. Henry stories. Set in New York City.

What change should be made to correct the sentence fragment?

- A** Set in New York City, like many other O. Henry stories.
- B** Like many other O. Henry stories, it is set in New York City.
- C** Many O. Henry stories, and it is set in New York City.

Correct Answer: B—Like many other O. Henry stories, it is set in New York City.

Sample Test Item for Standard 3.3d:
from “Jackie Robinson”

Depth of Knowledge: 2

Read the following.

**Jackie Robinson will be remembered not only as a great athlete.
But also as a great human being.**

How should the sentences be rewritten?

- A** Jackie Robinson will be remembered not only as a great athlete but also as a great human being.
- B** Jackie Robinson, as a great human being, will be remembered not only as a great athlete.
- C** Jackie Robinson will be remembered not only as a great athlete; but also as a great human being.

Correct Answer: A—Jackie Robinson will be remembered not only as a great athlete but also as a great human being.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - e. Correct comma splices.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to correct comma splices.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain comma splices.

Note: There is no sample item at the present time.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - f. Use independent/dependent and restrictive (essential)/nonrestrictive (essential) clauses to designate the importance of information.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use independent/dependent and restrictive (essential)/nonrestrictive (essential) clauses to designate the importance of information.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that independent/dependent and restrictive (essential)/ nonrestrictive (essential) clauses.

Note: There is no sample item at the present time.

Oklahoma C³ Standard:

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma C³ Objective:

3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - g. Use a variety of sentence structures and lengths to create a specific effect.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use a variety of sentence structures and lengths to create a specific effect.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain a variety of sentence structures and lengths.

Note: There is no sample item at the present time.