OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA CORE CURRICULUM TESTS

Test and Item Specifications

Reading
Grade 3

2012–2013 Edition

OKLAHOMA
STATE DEPARTMENT of EDUCATION
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Oklahoma Core Curriculum Tests

TEST AND ITEM SPECIFICATIONS

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Purpose

The purpose of the Grade 3 Reading Test is to measure Oklahoma students' level of proficiency. On this test, students are required to respond to a variety of items linked to the third-grade reading content standards identified in the *Oklahoma College, Career, and Citizen Ready (C^3) Standards*. Each Reading Test form assesses each identified content standard and objective listed below. The following standards and objectives are intended to summarize the knowledge as identified in *Oklahoma C^3 Standards*.

***OK C^3* Content Standards and Objectives**
Vocabulary • Words in Context (2.1) • Affixes (2.2) • Synonyms, Antonyms, and • Homonyms/Homophones (2.3) • Using Resource Materials (2.4)
Comprehension/Critical Literacy • Literal Understanding (4.1) • Inferences and Interpretation (4.2) • Summary and Generalization (4.3) • Analysis and Evaluation (4.4)
Literature • Literary Elements (5.2) • Figurative Language and Sound • Devices (5.3)
Research and Information • Accessing Information (6.1)

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Test Structure, Format, and Scoring

The Oklahoma Core Curriculum Tests consist of multiple-choice items. 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. Of the total items, 10 items are field-test items and do not contribute to the student's scaled score.

Content Assessment	Total Items	Total Operational Items	Total Field Test Items
Mathematics	60	50	10
Reading	60	50	10

Test Alignment with Oklahoma C^3 Standards

Criteria for Aligning the Test with the *OK C^3* Standards and Objectives
1. Categorical Concurrence The test is constructed so that there are at least six items measuring each *OK C^3* standard. The number of items 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. Depth of Knowledge Consistency The test is constructed using items from a variety of Depth of Knowledge levels that are consistent with the processes students need in order to demonstrate proficiency for each *OK C^3* objective.
3. Range of Knowledge Correspondence The test is constructed so that at least 75% of the objectives for an *OK C^3* standard have at least one corresponding assessment item.
4. Balance of Representation The test is constructed according to the Test Blueprint which reflects the degree of representation given on the test to each *OK C^3* standard and/or objective in terms of the percent of total test items measuring each standard and the number of test items measuring each standard and/or objective. The test construction shall yield a balance of representation with an index of 0.7 or higher of assessed objectives related to a standard.
5. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted *OK C^3* objective or concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

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Test Blueprint

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 3 Reading
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 on a test form is intended to look as follows:

OK C³ **Standards & Objectives**	**Ideal Number of Items***	**Ideal Percentage of Items****
Vocabulary	**12**	**24%**
Words in Context (2.1)	2–4	
Affixes, Roots, and Stems (2.2)	2–4	
Synonyms, Antonyms, and Homonyms (2.3)	2–4	
Using Resource Materials (2.4)	2–4	
Comprehension/Critical Literacy	**24**	**48%**
Literal Understanding (4.1)	5	
Inferences and Interpretation (4.2)	7	
Summary and Generalization (4.3)	6	
Analysis and Evaluation (4.4)	6	
Literature	**8**	**16%**
Literary Elements (5.2)	3–4	
Figurative Language/Sound Devices (5.3)	4–5	
Research and Information	**6**	**12%**
Accessing Information (6.1)	6	
Total Test	***50***	***100%***

* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual number of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.*

* Percents are approximations and may result in a sum other than 100 due to rounding.

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Depth of Knowledge Assessed by Test Items

The Oklahoma Core Curriculum Tests will, as closely as possible, reflect the following ―Depth of Knowledge" distribution of items.

Grades 3–5	
Depth of Knowledge	**Percent of Items**
Level 1—Recall and Reproduction	20–25%
Level 2—Skills and Concepts	65–70%
Level 3—Strategic Thinking	5–15%

Grades 6–8	
Depth of Knowledge	**Percent of Items**
Level 1—Recall and Reproduction	10–15%
Level 2—Skills and Concepts	65–70%
Level 3—Strategic Thinking	15–25%

Level 1 (Recall and Reproduction) requires students to receive or recite facts, use simple skills or abilities, and demonstrate basic comprehension of a text. Items require only a shallow understanding of a single word or phrase. Some examples that represent but do not constitute all Level 1 performances are:

- Support ideas by reference to details in the text.
- Use a dictionary to find the meaning of words.
- Identify figurative language in a reading passage.

Level 2 (Skills and Concepts) includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter-sentence analysis or inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. Some examples that represent but do not constitute all Level 2 performances are:

- Use context clues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.

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Level 3 (Strategic and Extended Thinking) encourages students to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning and will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts, or describe and illustrate how common themes are found across texts from different cultures. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent, but do not constitute, all Level 3 performances are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

Note—The descriptions are adapted from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21-24, 2001, Version 2.0.

Universal Test 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 Core Curriculum Tests, 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. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below. These modifications are evident in the sample items included in this document.

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Testing Schedules

Each subject test, except Writing, is divided into two separate sections at grades 3, 4, and 5. These two sections of the test may be administered on the same day with a break given between the sections or on consecutive days. At grades 6, 7, and 8, each subject area test is meant to be administered in a separate session. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Grade 3 Mathematics

Test Session

Section 1

	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	25 minutes
Administering the Mathematics Test; **no calculators are allowed** during this test	30–40 minutes
Total:	55–65 minutes

Section 2

	Approximately:
Distributing books, reading directions	5 minutes
Administering the Mathematics Test; **no calculators are allowed** during this test	30–40 minutes
Total:	35–45 minutes

Grade 3 Reading

Test Session

Section 1

	Approximately:
Distributing books, reading directions	15 minutes
Administering the Reading Test	50–60 minutes
Total:	65–75 minutes

Section 2

	Approximately:
Distributing books, reading directions	5 minutes
Administering the Reading Test	45–55 minutes
Total:	50–60 minutes

Multiple-Choice Item Guidelines

- All item stems clearly indicate what is expected in an item and help students focus on selecting a response.
- Each multiple-choice item has a stem (question, statement, or incomplete statement, and/or graphic component) and four answer (or completion) options, of which, only one is correct.
- Multiple-choice item stems 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.
- Art incorporated within an item must be functional and assist students in determining the correct response.

In summary, test items assess whether students: understand relevant concepts and procedures; communicate their understandings effectively in content specific terms; approach problems; and develop viable solutions. In Reading, items ask questions that address issues of importance in a text, and the questions are consequential, concise, focused, and fair.

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Stimulus Materials

Stimulus materials are the passages, graphs, models, figures, etc. that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. When students are given information, data, or an experimental setup to evaluate, they should know the research question and the purpose of the research.
2. Tables, graphs, reading passages, and illustrations provide sufficient information for assessment of multiple standards.
3. Stimulus materials for a set of items may be a combination of multiple stimuli.
4. Information in stimulus materials is representative of concepts and principles described in the *Oklahoma C^3 Standards*.
5. For conceptual items, stimulus materials are necessary but not conceptually sufficient for student response.
6. There is a balance of graphic and textual stimulus materials within a test form. At least 50% of the items have appropriate pictorial and graphical representations. Graphs, tables, or figures are clearly associated with their intended items. Graphics appear either on the same page as the stimulus or on the facing page.
7. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
8. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.

General Considerations

It is necessary to create test items that are reliable, fair, and targeted to the *Oklahoma C^3* 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 standards and objectives listed in the Test Blueprint for the specific grade and content area. In the *Oklahoma C^3 Standards* document, asterisks have been used to identify standards and objectives that must be assessed by the local school district.
2. Test items that assess each standard are not limited to one particular type of response format. Each item begins with a stem that asks a question or poses a clear problem. Stems may include incomplete sentences in order to reduce unnecessary repetition of text.
3. Test items attempt to focus on content that is authentic and that grade-level students can relate to and understand.
4. Test items are worded precisely and clearly. The more focused an item, the more reliable and fair it will be, and the more likely all students will understand what is required of them.

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5. All items are reviewed to eliminate language that is biased 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.

6. All multiple-choice items, including the correct response and distractors, are similar in length and 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 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 are reasonably distributed among A's, B's, C's, and D's. The distractors adopt the language and sense of the material in the selection. Test items focus on reading skills and comprehension strategies, avoiding measurement of a student's feelings or values.

7. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.

8. To the greatest extent possible, no item or response choice clues the answer to any other item. No item stem or answer option provides clues to any other item's answer, nor is the same fact of the passage assessed more than once, including the same vocabulary or technical term.

9. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.

10. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" are not used.

11. Most stems are positively worded—avoiding the use of the word <u>not</u>. If a negative is required, the format is "All of the following . . . <u>except</u>."

12. The material presented is balanced, culturally diverse, well-written, and of interest to students. The stimuli and items are presented fairly in order to gain a true picture of students' skills.

13. Across all forms, a balance of gender and active/passive roles by gender is maintained.

14. No resource materials or calculators may be used by students during the test.

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Considerations for Reading

Grade-level passages contain identifiable key concepts with relevant supporting details. Each passage will be appropriate for determining the purpose for reading; analyzing character traits; compare/contrast; problem/solution; interpretation; application; analysis; synthesis; drawing conclusions; making an inference; being conducive for vocabulary analogies; and relevant reading tasks as defined by the *Oklahoma C^3 Standards* for the specific grade level.

The passages 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. Reading passages will reflect a balance of genres from narrative and expository texts. The majority of the selections used for the reading test include authentic literature; a minor portion may be selected from commissioned works.

All passages are reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages avoid subject matter that might prompt emotional distress. Permissions to use selections from copyrighted material are obtained as necessary.

Grade	Word Count*	Authentic Literary Selections	Expository Selections (1 task-oriented/functional)
3	200–600	3–6	3–5
4	200–600	4–6	3–5
5	300–700	4–6	4–6
6	300–700	4–6	4–6
7	500–900	4–6	4–6
8	500–900	4–6	4–6

*Paired passages can have a total word count 1.5 times the highest word count for that grade.

A test form contains at least one set of paired passages that allows students to make comparisons and connections between texts. The items with paired passages, which require comparisons and connections, should appear after both passages. There is a minimum of three questions for the related paired passages in addition to three to five separate questions for each of the passages in the pair.

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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.

Grades 3 and 4 use the following formulas: Flesch-Kincaid Grade Level, Spache, or any other formula that is deemed appropriate. Grades 5–8 determine the readability level of their passages using the following formulas: Dale-Chall, Flesch-Kincaid Grade Level, Smog, 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 panel that reviews the passages provides the final evaluation instrument used to make a decision in regards to the readability of a passage.

Vocabulary

The vocabulary words tested in Oklahoma Core Curriculum Tests come directly from the passage content. Words used for vocabulary items have sufficient surrounding context clues for the reader to determine the meaning. Students may encounter words in the text that are not tested, but are above the student's grade placement. In Grades 3–5, these challenging words and their definitions may be placed in a word box above the story or article. In Grades 6–8, the definitions of challenging words may be placed in footnotes.

No single source is available to determine the reading level of various words. Therefore, the appropriateness and difficulty of a word is determined in various ways. Vocabulary words are checked in the following: *EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies*; *Basic Reading Vocabularies*; *The Living Word*; or other reliable readability sources. In addition to using the aforementioned printed resources to assist in creating vocabulary items, each vocabulary item must be approved by Oklahoma's Content Review Committee. The committee, comprised of Oklahoma educators from across the state, reviews proposed vocabulary items for grade level appropriateness. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below.

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 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.

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Overview of Item Specifications

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

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

The headings ~~"~~*OK C³* Standard" and ~~"~~*OK C³* Objective" state the standard and objective being measured as found in the reading section of the *Oklahoma C³ Standards* document.

The heading ~~"~~Item Specifications" highlights important points about the items' emphasis, stimulus attributes, format, content limits, 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 content standard as the primary concept.

Note about the Item Specifications and Sample Test 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. The sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from one test form to another, as may their presentations.

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OKLAHOMA C³ STANDARDS

LANGUAGE ARTS

Grade 3

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

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: Phonics/Decoding—The student will apply sound-symbol relationships to decode words.**

1. Phonetic Analysis—Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).

2. Structural Analysis—Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).

3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.

2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.

3. Synonyms, Antonyms, and Homonyms/Homophones—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.

4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

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***Standard 3: Fluency—The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.

2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader.)

3. Engage in repeated readings of the same text to increase fluency.

4. Accurately and fluently read 300–400 high frequency and/or irregularly spelled words in meaningful texts.

5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in texts with appropriate phrasing as a guide to understanding meaning.

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

   a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade.

   b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.

   c. Recall major points in a text and revise predictions about what is read.

   d. Show understanding by asking questions and supporting answers with literal information from the text.

2. Inferences and Interpretation

   a. Make inferences by connecting prior knowledge and experience with information from the text.

   b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.

   *c. Participate in creative response to text (e.g., art, drama, and oral presentations).

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3. Summary and Generalization

   a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.

   b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).

   c. Produce summaries of fiction and nonfiction text, highlighting major points.

4. Analysis and Evaluation

   a. Analyze characters including their traits, relationships, feelings, and changes in text.

   b. Distinguish between fact and opinion in nonfiction text.

   c. Analyze the causes, motivations, sequences, and results of events from a text.

*5. Monitoring and Correction Strategies

   a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense).

   b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

   c. Clarify meaning by rereading, questioning, and modifying predictions.

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

*1. Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.

   a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).

   b. Read, understand, and discuss a variety of genres.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.

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b. Recognize themes that occur across literary works.
Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of ~~"~~everyone is unique" that occurs in both stories.

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.
Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, and alliteration).

Standard 6: Research and Information—The student will conduct research and organize information.

1. Accessing Information—The student will select the best source for a given purpose.

a. Alphabetize to the third letter.

b. Use guide words to locate words in dictionaries and topics in encyclopedias.

c. Access information from charts, maps, graphs, schedules, directions, and diagrams.

d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.

e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

*2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.

a. Begin the research process by selecting a topic, formulating questions, and identifying key words.

b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

c. Compile information into summaries of information.

d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple-choice, true/false, and short answer.

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Reading Passages

Joshua's Circus Rabbit

1 Joshua's teacher, Mr. Santos, was helping the class plan for Visitors' Night. "Let's make our room look like a circus. We can hang up pictures of clowns and tents. We can put other circus items around the room. Your visitors will feel like they are at a circus!"

2 Mandy raised her hand and asked, "Can we make a circus train? I have a book that shows one filled with wild animals. We could make one from wagons and stuffed animals."

3 Everyone liked Mandy's idea. Joshua and two other children offered to bring their wagons to school. Mr. Santos asked others to bring in stuffed animals.

4 On the way home from school, Joshua thought and thought. He used to have stuffed elephants, monkeys, rabbits, bears, and tigers when he was younger. Last year, though, he had given them away. Now he had only one stuffed animal—a rabbit named "Pinky." It was special to Joshua because his grandmother had given it to him when he was a baby. But who had ever heard of a pink circus rabbit?

5 Joshua went straight to his room when he got home. He picked up Pinky. He touched her button nose, furry ears, and cute tail. How could he make a pink rabbit look like a circus animal?

6 First, Joshua tried tying Pinky's ears back. She still looked like a rabbit. Then, he covered her with strips of black tape. She looked like a silly pink tiger. Next, Joshua made lion hair from yellow string. When he put it on Pinky, she looked like a rabbit with a mop on her head! Joshua gave up.

7 In the morning, he had to decide what to do. Should he take Pinky to school in his wagon? Finally, he put her in his wagon and pulled it to school. He found a surprise there! Mandy had brought her stuffed cat. One boy had brought a toy chicken and baby chicks. Another student had brought a stuffed dog. Of course, there were lots of tigers, lions, elephants, and monkeys, too.

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8 "Let's make a circus pet wagon!" Joshua said.

9 Mr. Santos helped the class make a sign for the last wagon in the circus train. It said, "Circus Pets." Joshua placed the cat, chicken, chicks, and dog in their special wagon, right behind Pinky the rabbit.

Tasty Treats in Ten Words or Less

motto—a short saying about an idea
advertisement—a notice that calls attention
decision—act of making up your mind

1 "Whoa! Look out!" Mr. Corcoran called as Benny charged in the bakery door. "It's lucky I saw you coming, young man. If I hadn't, you would have knocked me down and this tray full of cookies would have gone with me!"

2 "Sorry, Mr. Corcoran," Benny gasped. "I was excited because I heard about your contest. I guess I hurried too much. You'll still let me enter, won't you?"

3 "I couldn't leave you out, Ben," Mr. Corcoran said kindly. "You're one of my best customers. You know every goody this bakery sells. And I believe the chocolate-chip peanut-butter muffin is your favorite." Mr. Corcoran sighed. "That big, new grocery store has its own bakery. We need a motto that helps people think about our bakery. Your nice words about us may be among the best. And we need them!"

4 "I'll do my best, Mr. Corcoran," said Benny. "The $100 prize would buy the guitar I've been wanting. I wouldn't be unhappy to win second prize either. Imagine a free muffin every week for a whole year!"

5 "Better not count your muffins or money just yet," Mr. Corcoran laughed. "Remember, the decision won't be up to me. The judges are leaders of the company. You know I will root for you, though. So, take this information sheet and get started!"

6 Benny took the sheet and bought one of his favorite muffins. As he sat at a table eating, he read the advertisement.

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Muffins and More Bakery

We have the most wonderful baked goods in town! We use only the best products for our cakes and muffins. Our cookies are famous all over the world. And our pies are the talk of the town. Why shop anywhere else when you can get the best in one spot?

Muffins and More—The Taste You're Looking For

Everyone has seen this advertisement for years. It is time for us to get a new one. And whose ideas would be better than our customers? All of you who buy our baked goods know them best. So, we are encouraging you to enter a contest. Find the best words for our tasty treats and win $100! To enter, just read the following information. Then, fill out the entry form below.

Since we have stores all over Oklahoma, this is a statewide contest. A quick sentence about our treats is all we want. It does not have to be a complete sentence. We are looking for a great line about our sweets. Keep it short, though. Entries must be 10 words or less.

Entry boxes have been placed in all stores. The contest will run for two months. All entries must be turned in by April 16. They will be sent to our main office in Lawton. Several company leaders will judge them. This group will announce the results on May 1. They will name a winner and five runners-up. The winner will receive a check for $100. All runners-up will receive a book of 52 muffin tickets. For a full year, weekly tickets can be exchanged for a free muffin.

A chance at these prizes can be yours! Just fill out the form below the dotted line. Then drop it in the nearest Muffins and More entry box.

- -

Name:_____ Telephone Number: _____

Address:_____

Muffins and More Store Number (noted on store bags):_____

Sentence or Saying:_____

_____

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Play Day

My friend and I
went out to play
on a bright and sunny day.

We jumped and skipped,
and then we ran.
We twirled and dipped
and made a plan.

My friend and I
went out to play.
It was fun to swing, swirl, and sway.

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Elephants and Their Trunks

1 Elephants are interesting animals with large ears, a long trunk, and short legs. They use their legs to stand and walk. Unlike lions and tigers, an elephant cannot use its legs to jump or run fast. But elephants do have something that most animals do not have—a trunk!

2 It is difficult for an elephant to bend down to reach food on the ground because of its short, fat legs. That is why an elephant has a trunk. It uses its trunk to reach food it needs. Without its trunk, an elephant would be helpless.

3 An elephant uses its trunk as a monkey might use its arms and hands. The elephant can scratch an itch, pick up a tiny peanut or piece of popcorn, and touch objects with its trunk. An elephant's trunk can even wrap around a tree and pull it out of the ground.

4 An elephant's trunk also helps it drink water. An elephant can drink as much as 50 gallons of water each day. It does this by sucking the water into its trunk. Then the elephant squirts the water into its mouth and down its throat. An elephant's trunk is very useful!

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A Pelican's Bill

1 One of the best fishermen in the world does not use a hook or any bait. It does not even have to sit and wait for a bite. Instead, this animal just swoops down and opens its beak. In minutes, the pelican is having a favorite meal.

2 A pelican is built to fly down, catch fish, and eat them. Its body is very light and its wings are very large. The wings spread out between seven and eight feet, so flying is fast and easy. A pelican can stay up in the air for twenty-four hours without coming down! When it spots a fish under the water, the pelican opens its big bill, which acts like a built-in net. The pelican dives and scoops more than three gallons of fish and water in one gulp. A sharp hook on its upper jaw helps to catch the wet fish that try to swim away.

3 When the pelican gets back to land, it tips its head and all the water runs out. The only things left inside the bill are the fish. Even though the bill is fifteen to twenty inches long, it is not very strong. The muscles cannot hold today's catch for long. The pelican must hurry up and eat its dinner. With one quick jerk, the hungry bird swallows every single one of them.

4 It has made a successful catch-of-the-day. The pelican has a full stomach and there is no equipment to pack and take home! After seeing how a pelican spends its day, you know why a poet once wrote, "A wonderful bird is the pelican. His beak will hold more than his belly can!"

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My Tools

They reach, they grab,
They pick up parts.
They pull, they push,
They make things start.
They patch, they fix,
They make repairs.
They hold, they bend,
They fan the air.
They tap, they twist,
They meet demands.
They touch, they feel,
My tools, my hands.

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Camp Wiki-Waki

1 "I think you'll like it here at Camp Wiki-Waki," Mom said, as Dad parked in front of the office cabin.

2 "Me, too!" said Mandy. "Where's the lake?"

3 Dad said, "We need to go into the office and sign you in. You can ask them about the lake."

4 After Mom signed Mandy in, the girl in the office said, "Welcome to Camp Wiki-Waki. I'm Maria. If you have any questions, ask me."

5 "Where's the lake?" Mandy asked her.

6 "Oh, the dam broke this winter. We've fixed it, but there will be no lake this year."

7 "No lake? That's why I came to camp!" Mandy said.

8 "There are many other things to have fun with here," Maria told her. "Why don't you talk to our camp leader, Ms. Johnson?"

9 "That sounds like a good idea," Mom said.

10 They met Ms. Johnson, and she walked with them down to the dam. They stood on the dam looking out over where the lake used to be.

11 "It's usually a beautiful lake," Ms. Johnson told them.

12 Mandy sat on the rough dirt where the dam had been fixed. She picked up a stick and poked around in the dirt. She dug around and pulled out a strange rock. It was flat and pointed on one end. She could see where someone had chipped away parts of the rock to shape it this way.

13 Mandy held the rock up and said, "Look what I found!"

14 "Why, it's an arrowhead," Ms. Johnson said. "There were once many Native Americans living near this lake. One of them probably made this arrowhead. We need to tell someone who studies these things about

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what you found."

15 Mandy walked back to the office with Ms. Johnson, who made a phone call. She told Mandy that some people would come and look for more arrowheads.

16 "You can help them search, Mandy," Ms. Johnson told her.

17 Mandy looked at the arrowhead lying on Ms. Johnson's desk. "I think I'll stay at camp after all. I probably won't get a chance to dig up such important objects again. I can always swim next year."

18 She turned to her parents and said, "Let's go get my stuff and put it in my cabin. I have an important job to do this summer."

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Oklahoma C³ Standard:

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Oklahoma C³ Objective:

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.

Item Specifications:

Emphasis:

- Increase vocabulary by determining word meanings in context.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The selection containing the vocabulary (in the form of a word, phrase, or expression) must have sufficient context clues for the reader to determine its meaning.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items require the student to identify the meanings of key concept vocabulary crucial to accurately construct the writer's intended meaning.
- To provide context, some questions may direct the student to the appropriate part of the text, while other items may use a simulated dictionary entry.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

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Oklahoma C^3 2.1 Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Tasty Treats in Ten Words or Less"

In paragraph 5, judges means

A people who like bakeries.

B people who like cookies.

C people who decide.

D people who forget.

Depth of Knowledge: 2
Correct Answer: C

From "Elephants and Their Trunks"

What does squirts mean in paragraph 4?

A swallows

B dribbles

C sprays

D rinses

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Depth of Knowledge: 2
Correct Answer: C

From "Tasty Treats in Ten Words or Less"

What does the word <u>gasped</u> mean in paragraph 2?

A to think of an idea

B to move in a slow way

C to take in a deep breath

D to remember something important

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Oklahoma C³ Standard:

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Oklahoma C³ Objective:

2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -less), and roots to determine the meaning of words.

Item Specifications:

Emphasis:

- Comprehend new words using knowledge of affixes, roots, and stems.

Stimulus Attributes:

- Test items may include words and phrases that contain affixes and root words.

Content Limits:

- The selection containing the vocabulary word must have affixes and roots for the reader to determine a word's meaning.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items require the student to identify the meaning of words and key concept vocabulary crucial to accurately construct the writer's intended meaning; each item choice is context dependent.
- To provide context, some questions direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

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Oklahoma C[3] 2.2 Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

From "Tasty Treats in Ten Words or Less"

In paragraph 4, "un" in unhappy means

A always.

B before.

C never.

D not.

Depth of Knowledge: 2
Correct Answer: B

From "Elephants and Their Trunks"

In paragraph 2, helpless means

A trying to help.

B without help.

C full of help.

D never help.

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Depth of Knowledge: 2
Correct Answer: C

From "Tasty Treats in Ten Words or Less"

The word <u>decision</u> from paragraph 5 has a root word which means

A to discuss.

B to question.

C to make a choice.

D to cause to believe.

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Oklahoma C³ Standard:

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Oklahoma C³ Objective:

3. Synonyms, Antonyms, and Homonyms/Homophones—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.

Item Specifications:

Emphasis:

- Identify and clarify word meanings.
- Identify synonyms, antonyms, and homonyms/homophones.
- Determine the meaning of multiple meaning words.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The selection containing the vocabulary word must have sufficient context clues for the reader to determine its meaning.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items require the student to identify the meaning of key concept words using word analysis, context clues, definition, restatement, example, and comparison and contrast.
- Key concept words are context dependent.
- To provide context, some questions direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

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Oklahoma C^3 2.3 Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Joshua's Circus Rabbit"

In paragraph 4, an antonym for special is

A important.

B different.

C common.

D unusual.

Depth of Knowledge: 2
Correct Answer: C

From "Muffins and More Bakery"

What is a synonym for spot as it is used in the ad?

A drop

B stain

C place

D chance

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Depth of Knowledge: 2
Correct Answer: D

From "Elephants and Their Trunks"

What is a homonym for <u>piece</u> in paragraph 3?

A part

B calm

C share

D peace

Depth of Knowledge: 2
Correct Answer: A

From "A Pelican's Bill"

Which word means the same as <u>gulp</u> in paragraph 2?

A swallow

B crunch

C hook

D grab

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Oklahoma C³ Standard:

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Oklahoma C³ Objective:

4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

Item Specifications:

Emphasis:

- Use resource materials to identify and clarify word meanings.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.
- Test items may include simulated dictionary and thesaurus entries.

Content Limits:

- The selection containing the vocabulary word must have sufficient context clues for the reader to determine its meaning while using simulated reference materials.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items require the student to identify the meaning of key concept words using word analysis, context clues, definition, restatement, example, and comparison and contrast.
- Key concept words are context dependent.
- To provide context, some questions direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but incorrect meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

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Oklahoma C[3] 2.4 Sample Test Items:

Depth of Knowledge: 1
Correct Answer: B

From "Joshua's Circus Rabbit"

To find out how to say the word circus, a student should look in

A an encyclopedia.

B a dictionary.

C a thesaurus.

D an almanac.

Depth of Knowledge: 1
Correct Answer: B

From "Tasty Treats in Ten Words or Less"

Where would a student look to find a word that means the same as prize?

A encyclopedia

B thesaurus

C almanac

D atlas

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Depth of Knowledge: 2
Correct Answer: C

From "Tasty Treats in Ten Words or Less"

root *v.*

1. to dig with a snout or nose
2. to look for something
3. to cheer
4. to grow

Which meaning best fits the way <u>root</u> is used in paragraph 5?

A 1

B 2

C 3

D 4

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***Oklahoma C³* Standard:**

Standard 4. Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

***Oklahoma C³* Objective:**

1. Literal Understanding

   a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade.

   b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.

   c. Recall major points in a text and revise predictions about what is read.

   d. Show understanding by asking questions and supporting answers with literal information from the text.

Item Specifications:

Emphasis:

- Comprehend poetry, fiction and nonfiction texts at grade level.
- Interpret poetry, fiction and nonfiction texts by predicting outcome/effects, explaining, generalizing, restating, defining, identifying, naming, listing, and matching.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Use verbatim or close wording to that found in the reading selection.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items require students to demonstrate a literal understanding of phrases, sentences, and/or wording from the selection.

Distractor Domain:

- In items assessing the problems, decisions, or actions for which a piece of text might be used, incorrect answer choices reflect realistic yet inappropriate purposes for reading.

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Oklahoma C[3] 4.1a Sample Test Items:

Depth of Knowledge: 1
Correct Answer: B

From "Joshua's Circus Rabbit"

What is Joshua's class getting ready for?

A a circus trip
B Visitors' Night
C Mandy's surprise
D a summer vacation

Depth of Knowledge: 1
Correct Answer: D

From "Tasty Treats in Ten Words or Less"

What is Benny going to do with the prize money?

A buy more muffins
B give it to a friend
C save it for later
D buy a guitar

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Depth of Knowledge: 2
Correct Answer: A

From "A Pelican's Bill"

What is the <u>main</u> purpose of the pelican's bill?

A to catch fish

B to store food

C to chew food

D to drink water

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Oklahoma C[3] 4.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Tasty Treats in Ten Words or Less"

Based on the title, what could a student predict this passage would be about?

A food

B prizes

C a little boy

D a local bakery

Depth of Knowledge: 3
Correct Answer: D

From "A Pelican's Bill" and "Elephants and Their Trunks"

After looking at the titles "A Pelican's Bill" and "Elephants and Their Trunks," what do you think the passages will probably be about?

A how birds fly so high

B what is found at the zoo

C when animals like to eat

D how animals pick things up

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Depth of Knowledge: 2
Correct Answer: B

From "Muffins and More Bakery"

The main reason to read "Muffins and More Bakery" is

A to locate facts about a bakery.

B to learn details about a contest.

C to find out what type of food is served at a bakery.

D to learn how to make advertisements that are funny.

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Oklahoma C[3] 4.1c Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

From "Joshua's Circus Rabbit"

Joshua gets his stuffed rabbit from his

A father.

B mother.

C grandfather.

D grandmother.

Depth of Knowledge: 1
Correct Answer: C

From "Camp Wiki-Waki"

How does Ms. Johnson know that the rock Mandy finds is an arrowhead?

A Mandy finds it near the dam.

B Mandy finds it in the rough dirt.

C Someone had chipped away parts of the rock to shape it.

D Someone dug the rock up while poking around with a stick.

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Depth of Knowledge: 2
Correct Answer: D

From "Elephants and Their Trunks"

In the passage "Elephants and Their Trunks," an elephant uses its trunk to help do all of the following <u>except</u>

A eat.

B lift.

C drink.

D stand.

Depth of Knowledge: 2
Correct Answer: A

From "Joshua's Circus Rabbit"

Based on the title of this passage, a student predicted it would be about animals at a circus. Which sentence would <u>best</u> help a student change that prediction?

A "Your visitors will feel like they are at a circus!"

B "I have a book that shows one filled with wild animals."

C Joshua went straight to his room when he got home.

D He found a surprise there!

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Oklahoma C[3] 4.1d Sample Test Items:

Depth of Knowledge: 1
Correct Answer: C

From "Joshua's Circus Rabbit"

Which animal rides with Pinky in the circus pet wagon?

A lion

B tiger

C chicken

D monkey

Depth of Knowledge: 1
Correct Answer: B

From "Camp Wiki-Waki"

Which best explains why Mandy decides to stay at Camp Wiki-Waki?

A She knows the lake will be back next year.

B She is excited about searching for arrowheads.

C She learns about the fun activities offered at the camp.

D She discovers that people from a long time ago once lived nearby.

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Depth of Knowledge: 2
Correct Answer: D

From "Elephants and Their Trunks"

Which question is answered in this passage?

A How much does an elephant eat in a day?

B What does an elephant store in its trunk?

C Why are animals afraid of elephants?

D How does an elephant use its trunk?

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Oklahoma C³ Standard:

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Oklahoma C³ Objective:

2. Inferences and Interpretation

   a. Make inferences by connecting prior knowledge and experience with information from the text.

   b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.

Item Specifications:

Emphasis:

- Make inferences based on experiences and evidence in text.
- Interpret text for lessons or morals.
- Draw conclusions from evidence in text.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require the student to use prior knowledge and experience to interpret text, draw conclusions, and make inferences.

Distractor Domain:

- Incorrect answer choices are illogical or unsubstantiated inferences or conclusions or explicit information from the text that does not answer the question.

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Oklahoma C[3] 4.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Joshua's Circus Rabbit"

Visitors' Night at Joshua's school most likely turns out to be

A an enjoyable time for everyone.

B an interesting time for kids.

C a lesson about animals.

D a party for the rabbits.

Depth of Knowledge: 2
Correct Answer: A

From "Tasty Treats in Ten Words or Less"

How does Mr. Corcoran feel when Benny comes in the bakery?

A surprised

B cheerful

C afraid

D angry

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Depth of Knowledge: 2
Correct Answer: A

From "Tasty Treats in Ten Words or Less"

In paragraph 4, how does Benny feel about entering the contest?

A excited

B worried

C peaceful

D frightened

Depth of Knowledge: 2
Correct Answer: A

From "Elephants and Their Trunks"

This story <u>mostly</u> tells the reader that elephants

A would be helpless without a trunk.

B use their short legs to find food.

C are stronger than most animals.

D drink water once a day.

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Oklahoma C[3] 4.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Camp Wiki-Waki"

Which sentence shows that Mandy learned a lesson?

A "We need to go into the office and sign you in."

B "No lake? That's why I came to camp!"

C "We need to tell someone who studies these things about what you found."

D "I can always swim next year."

Depth of Knowledge: 2
Correct Answer: C

From "Elephants and Their Trunks"

What is one way that the elephant's trunk is like a monkey's hands?

A Both have fingernails.

B Both can squirt water.

C Both can wrap around a tree.

D Both have fingers to hold things.

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Depth of Knowledge: 2
Correct Answer: D

From "Joshua's Circus Rabbit"

Which sentence from the passage shows that Joshua is unsure about taking Pinky to Visitors' Night?

A On the way home from school, Joshua thought and thought.

B Last year, though, he had given them away.

C But who had ever heard of a pink circus rabbit?

D Should he take Pinky to school in his wagon?

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***Oklahoma C³* Standard:**

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

***Oklahoma C³* Objective:**

3. Summary and Generalization

   a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.

   b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).

   c. Produce summaries of text selections.

Item Specifications:

Emphasis:

- Integrate and relate ideas by making generalizations about text.
- Summarize by identifying key concepts, main ideas, key actions, and supporting details.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Poetry, narrative, expository, and functional texts are used.
- The selection must contain a clear central purpose, key concept/main idea (stated or implied), and supporting details.

Format:

- Items assessing key concept(s) or main idea ask the student to summarize or paraphrase the statement best representing the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are used as appropriate for narrative, expository, and functional texts.

Distractor Domain:

- Incorrect answer choices include details that are irrelevant to the key concept or main idea and/or related information that is not included in the text.

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Oklahoma C[3] 4.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Joshua's Circus Rabbit"

This story is mainly about how

A a class plans a fun event.

B a stuffed animal is special.

C pink rabbits belong in circuses.

D circus wagons are easy to make.

Depth of Knowledge: 2
Correct Answer: B

From "Tasty Treats in Ten Words or Less"

Paragraph 4 tells the reader

A the reason for the contest.

B what Benny will do if he wins.

C how the contest will be judged.

D the kind of muffin Benny likes.

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Depth of Knowledge: 2
Correct Answer: A

From "Camp Wiki-Waki"

What is the <u>best</u> way to summarize this story?

A Mandy is unhappy there is no lake at camp but decides to stay.

B There are many other things to do at camp besides swim.

C The lake will be refilled and the campers will still swim.

D Mandy was excited about finding an arrowhead.

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Oklahoma C[3] 4.3b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Muffins and More Bakery"

What is the ad for the Muffins and More Bakery mainly about?

A how to fill out the entry form

B where to drop off the entries

C where to find the bakery

D how to enter the contest

Depth of Knowledge: 2
Correct Answer: B

From "A Pelican's Bill"

What is the main idea of "A Pelican's Bill"?

A Pelicans can fly all day without stopping.

B Pelicans can fish easily because of their bills.

C Pelicans have hooks on the ends of their bills.

D Pelicans are excellent flyers because of their large wings.

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Depth of Knowledge: 3
Correct Answer: A

From "My Tools"

What is the <u>main</u> theme in the poem "My Tools"?

A Hands are a person's main tools.

B People can fix cars with their hands.

C People need tools to use while working.

D Tools can make a person's hands stronger.

Depth of Knowledge: 3
Correct Answer: A

From "Elephants and Their Trunks" and "A Pelican's Bill"

According to these passages, how are an elephant's trunk and a pelican's bill <u>alike</u>?

A Both can be used to get food.

B Both can be used to catch fish.

C Both can be used to scratch an itch.

D Both can be used to pick up popcorn.

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Depth of Knowledge: 3
Correct Answer: A

From "Camp Wiki-Waki"

What lesson does Mandy learn in the passage?

A Disappointment can lead to new adventures.

B Children should listen to their parents.

C It is important to go to camp.

D It is good to ask for help.

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Oklahoma C[3] 4.3c Sample Test Item:

Depth of Knowledge: 2
Correct Answer: D

From "Joshua's Circus Rabbit"

Which is the best summary of this passage?

A Joshua's class decides to decorate their class to look like a circus as part of the school's Visitors' Night.

B Joshua's stuffed rabbit is placed in the last wagon with the other stuffed animals that his friends had brought to school.

C Joshua gives away his elephant, his monkey, and all his other stuffed animals, except Pinky, a stuffed rabbit his grandmother had given him.

D Joshua is not sure his stuffed rabbit is right for the class's circus train until he and his friends decide to make part of the train for "Circus Pets."

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Depth of Knowledge: 2
Correct Answer: D

From "Play Day"

What is the <u>best</u> summary of the poem?

A It is fun to swing, swirl, and sway outside.

B One day, two friends make a plan to have fun.

C Jumping, skipping, and running are ways to play.

D On a sunny day, two friends have fun playing together.

Depth of Knowledge: 3
Correct Answer: B

From "Tasty Treats in Ten Words or Less" and "Muffins and More Bakery"

Based on "Tasty Treats in Ten Words or Less" and "Muffins and More Bakery," which <u>best</u> summarizes the purpose of the contest?

A to help loyal customers win prizes

B to find the best words for a new motto

C to keep entry forms at ten words or less

D to determine which muffins are favorites

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Oklahoma C³ Standard:

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Oklahoma C³ Objective:

4. Analysis and Evaluation

   a. Analyze characters including their traits, relationships, feelings, and changes in text.

   b. Distinguish between fact and opinion in nonfiction text.

   c. Analyze the causes, motivations, sequences, and results of events from a text.

Item Specifications:

Emphasis:
- Use story as tool to comprehend characters.
- Analyze characters in narrative text.
- Determine fact and opinion in nonfiction text.
- Analyze events and their purpose from the text.

Stimulus Attributes:
- Test items may include phrases, sentences, and wording from the selection.

Content Limits:
- Poetry, narrative, and nonfiction texts are used.
- The selection must contain sufficient information for the reader to identify and analyze the characteristics of a variety of genres.

Format:
- Items require students to identify the traits of characters in stories.
- Items focus on characters' actions, relationships, and feelings.
- Items will ask students to identify fact from opinion in a nonfiction text.
- Items will ask students to identify the cause of some final effect in a narrative.
- Items will focus on causes, motivations and final results from events in a text supported by details and make hypotheses connected to prior knowledge.

Distractor Domain:
- Incorrect answer choices present information that a student misreads/misunderstands from the text.
- Incorrect answer choices for fact/opinion items will be based on statements representing facts and opinions from text.

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Oklahoma C[3] 4.4a Sample Test Item:

Depth of Knowledge: 2
Correct Answer: C

From "Camp Wiki-Waki"

Based on the passage, which best describes Mandy?

A extremely funny

B difficult to please

C willing to try new things

D eager to follow directions

Depth of Knowledge: 2
Correct Answer: C

From "Tasty Treats in Ten Words or Less"

Benny is excited when he finds out about the bakery's contest because he

A agrees that a new advertisement is needed.

B is familiar with all the baked goodies.

C has a plan for the prize money.

D wants to impress the judges.

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Depth of Knowledge: 3
Correct Answer: D

From "My Tools"

How does the speaker feel about hands in the poem "My Tools"?

A The person dislikes using hands as tools.

B The person is happy to have two hands to do work.

C The person wishes there was more to do with hands.

D The person is proud of the many things hands can do.

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Oklahoma C[3] 4.4b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "A Pelican's Bill"

Which is a fact from the passage?

A One of the best fishermen in the world does not use a hook or any bait.

B In minutes, the pelican is having a favorite meal.

C The wings spread out between seven and eight feet, so flying is fast and easy.

D A sharp hook on its upper jaw helps to catch the wet fish that try to swim away.

Depth of Knowledge: 2
Correct Answer: D

From "Elephants and Their Trunks"

Which is an opinion from the passage?

A They use their legs to stand and walk.

B It uses its trunk to reach food it needs.

C An elephant's trunk also helps it drink water.

D An elephant's trunk is very useful!

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Depth of Knowledge: 2
Correct Answer: A

From "Muffins and More Bakery"

Which sentence from "Muffins and More Bakery" is an <u>opinion</u>?

A We have the most wonderful baked goods in town!

B Since we have stores all over Oklahoma, this is a statewide contest.

C For a full year, weekly tickets can be exchanged for a free muffin.

D A chance at these prizes can be yours!

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Oklahoma C[3] 4.4c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Tasty Treats in Ten Words or Less"

What will Benny most likely do after eating his muffin?

A complete the entry form

B buy another kind of muffin

C take a muffin to his mother

D plan how to spend the prize

Depth of Knowledge: 2
Correct Answer: C

From "Tasty Treats in Ten Words or Less"

Why does Benny rush into Mr. Corcoran's store?

A He wanted to be the first to enter the contest.

B He was afraid the store was getting ready to close.

C He had heard about the contest and wanted to enter.

D He thought that all the muffins would be sold before he got there.

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Depth of Knowledge: 2
Correct Answer: C

From "Elephants and Their Trunks"

In the passage "Elephants and Their Trunks," an elephant needs its trunk <u>mostly</u>

A to be able to breathe.

B to perform circus tricks.

C to get food off the ground.

D to eat peanuts and popcorn.

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Oklahoma C³ Standard:

Standard 5: Literature—The student will read to 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 how they affect the development of a literary work.

   a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.

   b. Recognize themes that occur across literary works.
      Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of ~~"~~everyone is unique" that occurs in both stories.

Item Specifications:

Emphasis:

- Use knowledge about similarities and differences between plots, settings, and characters in texts as a tool for comprehension.
- Identify common themes.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from more than one selection.

Content Limits:

- Narrative text that can be mapped may be used, including contemporary realistic fiction, historical fiction, modern fantasy, and traditional stories such as fairy tales and fables.
- The selection may contain one or more of the following elements:
  a. The setting: the location(s) and time(s) of the story
  b. Characters: the people, animals, or personified objects in the story
  c. Major events of the plot: a series of episodes in which a problem is developed and resolved

Format:

- Items assess plots, settings, characters, and themes found in both selections.

Distractor Domain:

- Incorrect answer choices are illogical comparisons or contrasts based on information stated or implied in the selections.

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Oklahoma C^{3}5.2a Sample Test Items:

Depth of Knowledge: 3
Correct Answer: B

From "Tasty Treats in Ten Words or Less" and "Muffins and More Bakery"

"Tasty Treats in Ten Words or Less" and "Muffins and More Bakery" are both about

A a meal.

B a contest.

C how to write an ad.

D how to make cookies.

Depth of Knowledge: 3
Correct Answer: B

From "Tasty Treats in Ten Words or Less" and "Joshua's Circus Rabbit"

How are Benny and Joshua alike?

A They have to get ready for a contest.

B They are excited about their activities.

C They must prepare for a school activity.

D They need to ask for help from an adult.

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Depth of Knowledge: 3
Correct Answer: C

From "Joshua's Circus Rabbit" and "Camp Wiki-Waki"

In "Joshua's Circus Rabbit" and "Camp Wiki-Waki," Joshua and Mandy <u>both</u>

A study the past.

B plan for visitors.

C make a decision.

D think of a good idea.

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Oklahoma C^{3}5.2b Sample Test Item:

Depth of Knowledge: 3
Correct Answer: B

From "Joshua's Circus Rabbit" and "Camp Wiki-Waki"

What is a common theme in both passages?

A Everyone needs to have a pet in the summer.

B Things may turn out better than expected.

C Circus life is like summer camp.

D Rules are important to follow.

Depth of Knowledge: 3
Correct Answer: D

From "Joshua's Circus Rabbit" and "Camp Wiki-Waki"

With which idea would the authors of both passages most likely agree?

A Hard work pays off.

B It is best to be honest.

C Be proud of things you own.

D Make the most of what you have.

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Depth of Knowledge: 3
Correct Answer: D

From "Joshua's Circus Rabbit" and "Camp Wiki-Waki"

A theme that is shared in <u>both</u> passages deals with

A making friends.

B helping others.

C working hard.

D having fun.

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Oklahoma C³ Standard:

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

Oklahoma C³ Objective:

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

   Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

Item Specifications:

Emphasis:

- Interpret narrative text and poetry.
- Identify figurative language used in poetry and narrative texts.

Stimulus Attributes:

- Test items may include lines, stanzas, wording, and/or sentences from the selection.

Content Limits:

- The selection must contain sufficient information for the reader to identify it by its characteristics.
- The selection must contain sufficient information for the reader to interpret figurative language used in narrative texts and poetry.

Format:

- Items focus only on those words and rhythmic patterns that are from the literary selection and are true to the genre.
- Items focus on students understanding of how figurative language and sound devices affect the meaning of a selection.

Distractor Domain:

- Incorrect answer choices may be illogical or unsubstantiated terminology that is not connected to the selection or may be characteristics of other genres.
- Incorrect answer choices may focus on literal interpretation rather than figurative meanings.

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Oklahoma C^3 5.3 Sample Test Items:

Depth of Knowledge: 1
Correct Answer: B

From "Play Day"

Lines 2 and 3 have the same sound at the end. What is this called?

A rhythm

B rhyme

C tone

D beat

Depth of Knowledge: 1
Correct Answer: D

From "Play Day"

In line 10, "swing, swirl, and sway" are examples of

A beat.

B rhyme.

C rhythm.

D alliteration.

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Depth of Knowledge: 2
Correct Answer: B

From "Play Day"

Which lines from the poem rhyme?

A 1 and 3

B 2 and 3

C 4 and 5

D 5 and 6

Depth of Knowledge: 2
Correct Answer: A

From "Tasty Treats in Ten Words or Less"

In paragraph 1, <u>look out</u> means

A be careful.

B come see.

C sit down.

D be quiet.

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***Oklahoma C³* Standard:**

Standard 6: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

1. Accessing Information—The student will select the best source for a given purpose.

   a. Alphabetize to the third letter.

   b. Use guide words to locate words in dictionaries and topics in encyclopedias.

   c. Access information from charts, maps, graphs, schedules, directions, and diagrams.

   d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.

   e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

Item Specifications:

Emphasis:

- Alphabetize to the third letter.
- Use informational resources.
- Understand the purpose of text formats to enhance the meaning of text.
- Interpret information from charts, graphs, maps, etc.

Stimulus Attributes:

- Test items may include wording, phrases, and/or sentences from the selection.
- Test items may include simulated charts, graphs, maps, glossary, dictionary entries, etc.

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- The student will alphabetize grade-level appropriate words to the third letter.
- The student will locate where a word or topic would fall between guide words in a simulated dictionary or encyclopedia.
- The student will demonstrate the ability to use charts, graphs, title pages, glossaries, etc.
- The student will identify how text formats help the reader understand text.

Distractor Domain:

- Incorrect answer choices are incorrectly alphabetized word lists or incorrect locations using guide words.
- Incorrect answer choices come from the given text or stimulus, but do not address what is being asked.

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Oklahoma C[3] 6.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Joshua's Circus Rabbit"

Which list of words is written in alphabetical order?

A rabbit, real, robin, rule

B clown, circus, could, can

C tents, teacher, touched, tying

D mop, monkeys, make, morning

Depth of Knowledge: 2
Correct Answer: B

From "Tasty Treats in Ten Words or Less"

Which list of words is written in alphabetical order?

A moment, motto, morning

B contest, corner, courage

C word, woman, would

D proud, prize, prune

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Depth of Knowledge: 2
Correct Answer: D

From "Camp Wiki-Waki"

Which list of words is written in alphabetical order?

A this, that, there

B cabin, can, camp

C who, where, why

D stay, strange, studies

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Oklahoma C[3] 6.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Camp Wiki-Waki"

Between which two topics would a student find Arrowheads in an encyclopedia?

A Ants and Apaches

B Arenas and Artists

C Aardvarks and Armor

D Airplanes and Almanacs

Depth of Knowledge: 2
Correct Answer: B

From "Elephants and Their Trunks"

Between which two topics would a student find Elephant in an encyclopedia?

A Eagle and Ear

B Elbow and Elk

C Ellipse and Emu

D Energy and Engine

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Depth of Knowledge: 2
Correct Answer: A

From "Tasty Treats in Ten Words or Less"

Between which two guide words would a student find <u>customer</u> in a dictionary?

A curtain and cycle

B crowd and crystal

C compact and crafty

D cunning and current

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Oklahoma C[3] 6.1c Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

From "Muffins and More Bakery"

The entry form must include all of these except

A telephone number.

B store number.

C name.

D date.

Depth of Knowledge: 1
Correct Answer: A

From "Muffins and More Bakery"

How many words can be included in the entries for the contest?

A 10

B 16

C 52

D 100

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Depth of Knowledge: 2
Correct Answer: B

From "Muffins and More Bakery"

Which sentence from the passage is <u>most</u> important to know to make sure the entry form is turned in on time?

A Entry boxes have been placed in all stores.

B The contest will run for two months.

C They will be sent to our main office in Lawton.

D Then drop it in the nearest Muffins and More entry box.

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Oklahoma C[3] 6.1d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Elephants and Their Trunks"

To find out what pages in a science book have information about elephants, a student would use the

A chapter headings.

B title page.

C glossary.

D index.

Depth of Knowledge: 2
Correct Answer: D

From "A Pelican's Bill"

To find out which chapter in a science book is about pelicans, a student would use the

A glossary.

B title page.

C subheadings.

D table of contents.

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Depth of Knowledge: 2
Correct Answer: B

From "A Pelican's Bill"

When reading a book about pelicans, why would a student use the book's glossary?

A to understand how the book is organized

B to learn the meaning of a word in the book

C to read the name of the book and its author

D to find out what topics are included in the book

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Oklahoma C[3] 6.1e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Muffins and More Bakery"

Why does the ad for "Muffins and More Bakery" use larger printed words?

A to tell about the prizes

B to tell about the contest

C to list the kinds of muffins

D to show the name of the business

Depth of Knowledge: 2
Correct Answer: B

From "Muffins and More Bakery"

In "Muffins and More Bakery," the dotted line is used to show

A how to make the ad look nicer.

B where to cut the paper to enter.

C when to stop reading.

D what you can win.

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Depth of Knowledge: 2
Correct Answer: A

From "Muffins and More Bakery"

Why does the author put the store's motto, "Muffins and More—The Taste You're Looking For," in bold print?

A so readers will notice it

B to make the words easy to read

C to show what an entry should look like

D so readers know how to enter the contest

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