OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

Reading
Grade 4

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 4 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 fourth-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 the *Oklahoma C^3 Standards.*

***OK C^3* Standards and Objectives**
Vocabulary • Words in Context (1.1) • Affixes, Roots and Derivatives (1.2) • Synonyms, Antonyms, and Homonyms/Homophones (1.3)
Comprehension/Critical Literacy • Literal Understanding (3.1) • Inferences and Interpretation (3.2) • Summary and Generalization (3.3) • Analysis and Evaluation (3.4)
Literature • Literary Elements (4.2) • Figurative Language and Sound Devices (4.3)
Research and Information • Accessing Information (5.1)

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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 of the test taker.

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Test Blueprint

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 4 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 C³Standards & Objectives	Ideal Number of Items*	Ideal Percentage of Items **
Vocabulary	**12**	**24%**
Words in Context (1.1)	4	
Affixes, Roots, and Derivatives (1.2)	4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	4	
Comprehension/Critical Literacy	**23**	**46%**
Literal Understanding (3.1)	4	
Inferences and Interpretation (3.2)	6	
Summary and Generalization (3.3)	7	
Analysis and Evaluation (3.4)	6	
Literature	**9**	**18%**
Literary Elements (4.2)	5	
Figurative Language/Sound Devices (4.3)	4	
Research and Information	**6**	**12%**
Accessing Information (5.1)	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, to use simple skills and abilities, and to 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 4 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 4 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 to 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, only one of which 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 . . . except."

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. Permission to use selections from copyrighted material are obtained as necessary. Each passage generates multiple-choice items.

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, 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 "*Oklahoma C³* Standard" and "*Oklahoma 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 4

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: 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 a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words
2. Affixes, Roots, and Derivatives
   a. Interpret new words by analyzing the meaning of prefixes and suffixes.
   b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
3. Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.

*4. Using Resource Materials
   a. Use a thesaurus to determine related words and concepts.
   b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

***Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read aloud 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 aloud 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; a “typical” fourth grader reads approximately 95 words per minute).
3. Increase reading speed through daily independent reading, practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

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Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

   a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).

   b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.

   c. Identify and explain the differences in fiction and nonfiction text.

2. Inferences and Interpretation

   a. Use prior knowledge and experience to make inferences and support them with information presented in text.

   b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.

   c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).

   *d. Participate in creative responses to text (i.e., art, drama, and oral presentation).

3. Summary and Generalization

   a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.

   b. Support ideas, arguments, and generalizations by reference to evidence in the text.

   c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

4. Analysis and Evaluation

   a. Evaluate new information and hypotheses by testing them against known information and ideas.

   b. Compare and contrast information on the same topic after reading several passages or articles.

   c. Identify fact/opinion and cause and effect in various texts.

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

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*5. Monitoring and Correction Strategies

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

b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.

Standard 4: 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. Identify the defining characteristics of a variety of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies and traditional stories such as fairy tales and fables).

b. Read and construct meaning from 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. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.

b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

c. Identify themes that occur across literary works.

d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.

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.

a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

b. Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

- Simile: a comparison that uses like or as
- Metaphor: an implied comparison
- Hyperbole: an exaggeration for effect
- Personification: a description that represents a thing as a person

*4. Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).

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Standard 5: Research and Information - The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.

   a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.

   b. Identify key words to be used in searching for resources and information.

   c. Cite information sources appropriately.

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

   e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.

   f. Continue to 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.

*2. Interpreting Information - Analyze and evaluate information from a variety of sources.

   a. Identify a research question and appropriate sources to answer that question.

   b. Take notes to paraphrase or summarize information.

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

   d. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.

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Reading Passages

Seashell Secrets

delicate—easy to break or hurt
mobile—able to move

1 When you walk along the beach, you almost always find seashells. There are thousands of shells in the sea and on land. The waves from the ocean toss the shells up onto the shore. Some shells look pretty and are very delicate. Other seashells are beautiful and strong.

Shells Are Important

2 Shells protect the animals living inside them. Mollusks (mol uhsks), soft-bodied animals like clams and snails, form shells. The animal's body makes a liquid. The liquid leaks from the animal's body. When the liquid becomes hard, it forms a shell. As the animal gets bigger, it creates more shell-making liquid. The shell grows as the animal grows.

3 The shells scattered on the beach were once the homes of mollusks. They provide safety and shelter. Both sea and land mollusks pull their bodies into their rugged shells when danger approaches.

4 The strong shells also keep mollusks moist when there is no water. Twice a day there is a low tide in the ocean. When the tide is low there is less water on the beach. Without water, the animal in the shell may die. However, the shell holds water that allows the mollusk to stay moist until high tide comes along to wash it back into the sea.

Types of Shells

5 Some mollusks have one-piece shells. A snail is an example of an animal living in a single shell. Other mollusks, like clams, mussels, and oysters, have two-part shells. Each half of the shell is exactly the same, and they fit together perfectly. The two parts are connected together at one point. The mollusk uses strong muscles to snap the pieces of its shell together. Sometimes the animals close the shell for protection, and sometimes the animals move by opening and closing the shell.

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6 Shells come in many colors. Some shells have stripes and spots, and others have fancy designs. The designs allow the animal to look like the area around it. If the animals are not seen, then they are protected.

7 Shells can be many different sizes and shapes. Some are no bigger than a grain of rice, and others are as big as a television set. Seashells are very useful homes for mollusks.

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State Fair

1 Mr. and Mrs. Peck surprised their children with a trip to the Oklahoma State Fair. The twins, Rich and Bernie, were so excited. They jumped up and down in celebration with their younger sister, Ashley.

2 After a two-hour drive, Mr. Peck pulled into the parking lot. The boys excitedly turned to look at the tall whirling objects in the carnival. "Wow, look at them spin! I want to go there first," exclaimed Rich, and Bernie agreed. When they entered the fairgrounds, a man in a red shirt gave them flyers. The flyers had a list of events on one side and a map of the carnival on the other.

3 The family stood still for a few minutes taking in all the sights, sounds, and smells. There were crowds everywhere. Some children were riding horses to prepare for their races. Others were brushing pigs, cows, and sheep to be entered in contests. Some ladies were taking homemade food into a building for a contest. Judges would be picking the best tasting recipe. The winners would receive purple, blue, and red ribbons. The smell of hot buttery popcorn and the soft sweet smell of cotton candy made the family's mouths water.

4 Ashley and her mother decided to watch the animals in the contests. Then they would look at the delicious pies and cakes. Ashley and her mom were afraid they would get lost so they took a map. The boys wanted to go to the carnival, so Mr. Peck took them to the ticket booth. He gave them money to buy tickets for the rides. They decided to ride on the Tower Wheel first.

5 The family agreed to meet at the carnival ticket booth in one hour. There was so much to see and do! Yes, the State Fair was a great place!

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STATE FAIR CARNIVAL

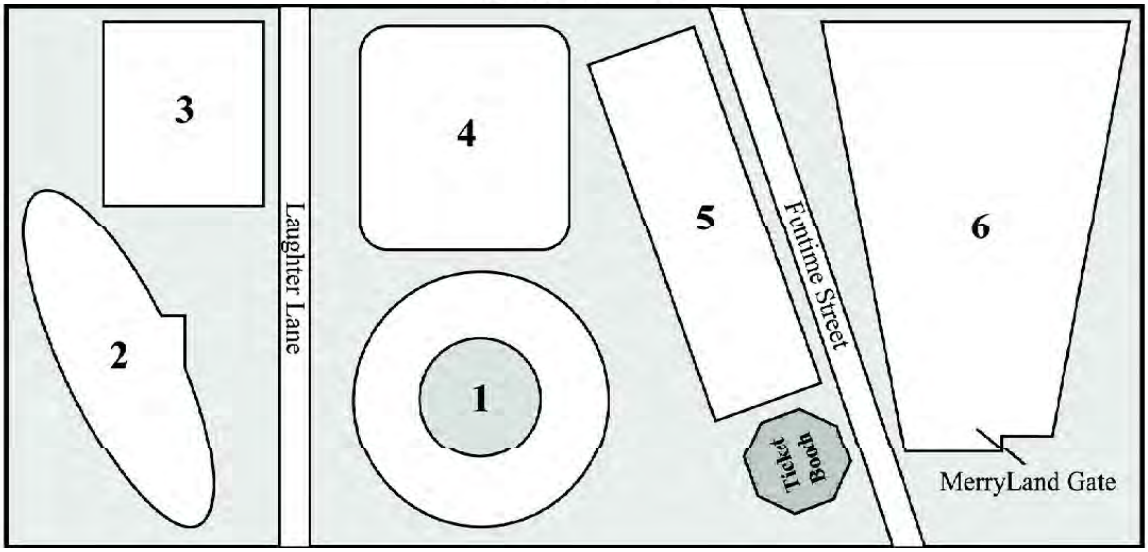
TICKET PRICES FOR RIDES

Single Tickets	50 cents each (2-6 tickets per ride)
Ticket Strips	$10 (25 coupons to a strip)
Wristband Day *(Wed)*	$10-All the rides you want 10AM-6PM
Wristband Evening *(Thur)*	$15-All the rides you want 6PM-11PM

CARNIVAL RIDES

1	**Scamper** - The Scamper is a ride up steep hills and through a dark tunnel during a windstorm. The wind sweeps through your hair as the scamper rapidly flies through the tunnel. **Cost: 5 Tickets**	3	**Tower Wheel** - This giant wheel is one of the most popular carnival rides for people of all ages. From the top of the Tower Wheel, you can get a view of the entire State Fair. **Cost: 4 Tickets**	5	**Sky-Ski** - No spills on this slope! Get seated on a special dki board on top and slide safely to the bottom in a flash **Cost: 3 Tickets**
2	**Giant Blast-off** - Fastened from above, the Giant Blast-off swings forward and back until it nearly makes a complete circle. You will feel like your stomach has dropped out as the Giant Blast-off stops and begins to go the other way. **Cost: 4 Tickets**	4	**Moon Bouncer** - What would it feel like to weigh nothing-to jump on the surface only to be bounced back into the air? you are the astronaut in Moon Bouncer's air-filled tubes and can decide for yourself when to end your flight. **Cost: 2 Tickets**	6	**Kiddie Ride Area** - young children will delight in the collection of colorful, fun, and safe rides in the Kiddie Ride Area. Come through the MerryLand Gate and try the Clickety-Clack Train, a Merry-Go-Around, Mini Cars, Tony's Ponies, and more. **Cost: 2 Tickets for each ride**

CARNIVAL MAP



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Teaming Up to Help

xylophone—a musical instrument with wooden bars of different lengths that are struck to give different notes.

1 Kim took her flute and books from her locker and started toward the door. It had been a long, busy day. As she passed the gym, she noticed her friends reading a poster.

2 "Come on over, Kim!" called Lou. Shari, Juan, and Lou were reading about an activity on Saturday. "We are cleaning up the area around Perry Park," Lou said. "There'll be a picnic after we're done. How about helping us?"

3 "Well, um—maybe. I mean no," Kim answered. "I don't think I can. I have my flute lesson on Saturday."

4 Shari looked puzzled. "It's to help the 'Keep Our City Clean' project," she said. "We'll have a good time."

5 "Um, I need to go. I'll see you guys later." Kim quickly headed down the hall and out the door. She did not enjoy yard work and the thought of cleaning a park was not pleasant.

6 On Saturday Lou, Juan, and Shari arrived with their parents at the park. Lou gave large garbage bags to everyone. Before long, fifteen students were stuffing leaves, fallen branches, and paper into the bags.

7 As Kim walked home from her flute lesson, she heard the faint sounds of laughter coming from the park. Kim hesitated, feeling selfish for not joining her friends. They were so cheerful!

8 When she arrived home, Kim decided to practice her flute, but it was <u>difficult</u> to concentrate on her music. Her thoughts wandered as she compared her mood with that of her friends. She gently placed her flute in its case.

9 Her friends smiled at one another when they saw Kim coming to the

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park. "Over here!" called Shari. Kim joined them and listened as they discussed how much fun they had.

10 By noon, the park was clean and the kids were glad to rest. When the food was ready, the hungry children ate like there was no tomorrow! The volunteers had worked very hard. Kim was so proud of her friends for cleaning up the park that she invited them to her house to celebrate.

11 Lou and Juan ran to their own homes to get a surprise. When everyone arrived at Kim's house, Lou took out his xylophone, while Juan joined in with his guitar. Kim ran to her bedroom and returned with her flute. The sound of music filled the air as they all joined in together. Kim was grateful for her friends and was looking forward to the next project where she would be part of their team.

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Mary Rodas—Toys, Toys, Toys

1 Have you ever thought that children should run toy companies? Who else would be better for the job than a customer? One toy company decided to listen to a child's opinion. Mary Rodas was hired to work for a toy company when she was only four years old. By the time she was 14, she was a vice-president of the company.

2 Mary's parents came to the United States from El Salvador. They did not speak English very well, but they worked hard to make a living. When Mary was four years old, her father took care of an apartment building. A toy inventor lived in one of the apartments. One day he asked Mary's father if she could play with the toys he made and give her opinion. Her ideas were honest and helpful. He continued to deliver toys to her family's apartment and she played with them, telling him what she thought.

3 One day he showed her a new kind of ball. Inside of the ball was a balloon. The outside had a plain white cloth covering. Although Mary thought the ball was fun, it needed something more. Bright colors would make the ball more interesting. Mary was right! Children liked the colorful ball! It became popular in many different countries.

4 Although Mary was very young, she was offered a job at the toy company. People listened to her ideas and respected what she said. She told them what she thought kids wanted. Sometimes she would watch other children play to learn about toys they liked. Other times she just had a feeling about whether or not a toy would be popular.

5 After high school, Mary went to college in New York while still working at the toy company. It was not easy, but she worked hard. People often asked her why she went to college if she had a job and was making a large salary. Her reply was, "There is always more to learn."

6 Mary learned many things over the years. She thinks that the best toys are inexpensive, basic toys that are changed into something new. Although she is no longer a child, she still plays with toys. She has learned to listen to people about what they like and dislike. Working hard and doing her best

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are important values that she learned from her parents. Mary, one of the youngest vice-presidents of a company, continues to love her work!

Unwrapping the Stars

When the sun starts sinking in the sky
The clouds are oh so bright.
They look just like an evening gown.
I really like the sight.

All colors of the rainbow—
Especially blue and pink—
Each night I see a different sight.
It really makes me think
Those red and green and purple clouds

Are ribbons in the sky
That unwrap all those bright, bright stars
To shine before my eyes.

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Sample Test Items by Standard

***Oklahoma C³* Standard**:
Standard 1: 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 a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.

Item Specifications:

Emphasis:

- Increase vocabulary by determining the meanings of words in context.
- Interpret multiple meaning words.

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 constructing the author'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] 1.1 Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Seashell Secrets"

In paragraph 4, moist means

A hard.
B damp.
C rough.
D slippery.

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

In paragraph 3, provide means

A supply.
B accept.
C show.
D help.

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Depth of Knowledge: 2
Correct Answer: C

From "Mary Rodas—Toys, Toys, Toys"

Which meaning of <u>run</u> is used in paragraph 1?

A to move quickly using your legs

B to operate a computer program

C to be in charge of something

D to travel a regular route

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***Oklahoma C³* Standard**:
Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

***Oklahoma C³* Objective:**

2. Affixes, Roots, and Derivatives

   a. Interpret new words by analyzing the meaning of prefixes and suffixes.

   b. Use knowledge of root words (e.g., *snow*, *snowbound*, *snowdrift*) and word parts (*therm* = *heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).

Item Specifications:

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

Stimulus Attributes:
- Test items may include words and phrases which contain multiple affixes and root words.
- A simulated dictionary entry may be used.

Content Limits:
- The selection containing the vocabulary word must have affixes, roots, and/or stems 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 constructing the author's intended meaning; each item choice is context dependent.
- To provide context, questions may 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] 1.2a Sample Test Item:

Depth of Knowledge: 1
Correct Answer: B

From "Unwrapping the Stars"

In line 11 of the poem, "un" in unwraps means

A to tie up.
B to take off.
C to put away.
D to tear apart.

Depth of Knowledge: 1
Correct Answer: D

From "Mary Rodas—Toys, Toys, Toys"

In paragraph 2, what does the suffix "or" in inventor mean?

A full of
B similar to
C relating to
D person that

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Depth of Knowledge: 2
Correct Answer: B

From "State Fair"

In paragraph 4, the word <u>buttery</u> contains the suffix "y" which has the same meaning as the "y" in

A silly.

B dirty.

C pretty.

D empty.

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Oklahoma C^3 1.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "State Fair"

In paragraph 2 of "State Fair," fairgrounds means

A a place to buy a fair map.

B grounds that are on a map.

C grounds for setting up rides.

D a place where fairs are held.

Depth of Knowledge: 2
Correct Answer: B

From "State Fair"

In paragraph 3, two root words, "home" and "made," joined together mean

A created a home.

B prepared at home.

C decorated a home.

D experimented at home.

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Depth of Knowledge: 2
Correct Answer: A

From "State Fair Carnival"

Based on the two root words in the wristband, which is most like a wristband?

A a bracelet

B a bandaid

C a hair ribbon

D a rubber band

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***Oklahoma C³* Standard**:

Standard 1: 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—Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.

Item Specifications:

Emphasis:

- Identify and clarify word meanings.
- Use synonyms, antonyms, and homonyms/homophones.
- Define 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 also 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 1.3 Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Unwrapping the Stars"

An antonym for shine in line 12 is

A dim.

B blaze.

C glitter.

D tumble.

Depth of Knowledge: 2
Correct Answer: A

From "State Fair" and "Carnival Map"

Look in box number 3 of the state fair map. What is a synonym for giant?

A enormous

B famous

C round

D steep

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Depth of Knowledge: 2
Correct Answer: D

From "Teaming Up to Help"

An antonym for <u>difficult</u> as used in paragraph 8 is

A confusing.

B impatient.

C curious.

D simple.

Depth of Knowledge: 2
Correct Answer: B

From "State Fair" and "Carnival Map"

Which word is a homonym for <u>through</u>?

A thrill

B threw

C though

D thought

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***Oklahoma C³* Standard**:
Standard 3: 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. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).

   b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.

   c. Identify and explain the differences in fiction and nonfiction text.

Item Specifications:

Emphasis:
- Establish a purpose for reading.
- Comprehend poetry, fiction, and nonfiction texts at grade level.
- Interpret fiction and nonfiction texts by predicting outcome/effects, estimating, explaining, generalizing, restating, defining, identifying/naming, listing, matching.
- Use knowledge about fiction and nonfiction characteristics as a tool to comprehend various types of texts.

Stimulus Attributes:
- Test items may include a title, an excerpt from the selection, or a brief explanation of 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:
- Given a title or a brief explanation of the context of the selection, the student is asked to determine the purpose for reading the selection.
- Demonstrate a literal understanding of phrases, sentences, and/or wording from the selection.
- Items require students to identify the characteristics of fiction and nonfiction in the selection presented.

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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.
- Distractors may reflect incorrect literal understanding of phrases, sentences, and/or wording found in the selection.
- Incorrect answer choices present information related to forms of literature other than the form utilized in the selection on which the questions focus.

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Oklahoma C[3] 3.1a Sample Test Item:

Depth of Knowledge: 2
Correct Answer: C

From "Teaming Up to Help"

After reading the title, "Teaming Up to Help," what question would the reader most likely ask?

A How many children are on a team?

B Are the children from the same school?

C What are the children joining together to do?

D What kind of sports are the children playing?

Depth of Knowledge: 2
Correct Answer: B

From "State Fair"

After reading paragraph 1, what would the reader most likely predict the passage is about?

A the animals at the state fair

B the family's visit to the fair

C the family's long car ride to Oklahoma

D the history of the Oklahoma State Fair

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Depth of Knowledge: 2
Correct Answer: A

From "State Fair Carnival"

Who would <u>most likely</u> want to read "State Fair Carnival"?

A a person visiting the fair

B a person working at the fair

C a person looking for the location of the fair

D a person learning about the history of the fair

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Oklahoma C[3] 3.1b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: C

From "State Fair"

Mr. Peck takes Rich and Bernie to the

A Tower Wheel.
B Moon Bouncer.
C place where tickets are sold.
D place where popcorn is sold.

Depth of Knowledge: 1
Correct Answer: A

From "Seashell Secrets"

In paragraph 5, what kind of shell does a snail have?

A single
B double
C delicate
D colorful

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Depth of Knowledge: 1
Correct Answer: A

From "Teaming Up to Help"

When did the volunteers finish cleaning the park?

A at noon

B at midnight

C in the evening

D in the morning

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Oklahoma C[3] 3.1c Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

From "State Fair"

"State Fair" is an example of

A a biography.

B nonfiction.

C a legend.

D fiction.

Depth of Knowledge: 2
Correct Answer: D

From "Teaming Up to Help"

Which detail supports the fact that the passage is fiction?

A It explains how to clean up parks.

B Some musical instruments are described.

C It contains conversations and short sentences.

D The thoughts and feelings of characters are described.

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Depth of Knowledge: 2
Correct Answer: A

From "Mary Rodas—Toys, Toys, Toys"

A reader can tell this passage is nonfiction because

A it is about real people and events.

B the writer uses short sentences.

C it has a character in the story.

D the writer made up the story.

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***Oklahoma C³* Standard**:
Standard 3:Comprehension/Critical Literacy—The student will interact with the words and concepts in the text to construct an appropriate meaning.

***Oklahoma C³* Objective:**

2. Inferences and Interpretation

   a. Use prior knowledge and experience to make inferences and support them with information presented in text.

   b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.

   c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).

Item Specifications:

Emphasis:
- Make inferences based on experiences and evidence from the text.
- Draw conclusions from texts.
- Make inferences and draw conclusions about the elements of character development.

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 key concepts, make logical connections between concepts, and arrive at a plausible conclusion based on the evidence.
- Items require the student to use concepts of character development, make logical connections between characters and importance of character's actions, motives, and appearance to plot and theme.

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] 3.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Teaming Up to Help"

Why does Kim have trouble practicing her flute?

A The new music she was playing was very difficult.

B She was thinking about the fun her friends were having.

C The sound of people working outside disturbed her thinking.

D She thought about helping with the next neighborhood activity.

Depth of Knowledge: 3
Correct Answer: D

From "Teaming Up to Help"

What does the author suggest to the reader?

A The project was successful because there was a picnic for the volunteers.

B The students will form a music group since they each have musical talent.

C If students cleaned up the trash, most schools would have fewer problems.

D When people work together as a team, the job becomes easier.

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Depth of Knowledge: 3
Correct Answer: C

From "Mary Rodas—Toys, Toys, Toys"

Which statement is <u>probably</u> true about Mary Rodas?

A She had a difficult time in school.

B She grew tired of playing with toys.

C Her listening skills earned her respect from others.

D Her job experience helped her get hired by the toy company.

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Oklahoma C^3 3.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Seashell Secrets"

The reader can tell that mollusks

A are dangerous animals that should be avoided.

B are the most common animals in the ocean.

C spend their entire lives buried under sand.

D could not survive long without a shell.

Depth of Knowledge: 2
Correct Answer: D

From "Mary Rodas—Toys, Toys, Toys"

What can the reader tell about Mary's suggestions?

A They were usually different from comments made by other children.

B They showed that she did not spend much time playing with the toys.

C They were not taken seriously by the toy company.

D They helped the inventor improve his toys.

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Depth of Knowledge: 2
Correct Answer: A

From "Mary Rodas—Toys, Toys, Toys"

The information in paragraph 3 tells the reader that

A Mary's idea made the new ball better.

B Mary's new ball floated like a balloon.

C children could bounce the new ball better.

D the white cloth looked good on the new ball.

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

The reader can tell that snails

A could not live without shells.

B have not always had shells.

C need shells for decoration.

D use shells to store food.

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Oklahoma C^3 3.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Teaming Up to Help"

Which best describes how Kim felt when she did not help with the clean-up project?

A guilty

B excited

C nervous

D grateful

Depth of Knowledge: 2
Correct Answer: B

From "Mary Rodas—Toys, Toys, Toys"

In paragraph 5, Mary works for the toy company and goes to college because she

A wants to get a better job.

B enjoys learning new things.

C needs to make more money.

D is bored at the toy company.

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Depth of Knowledge: 2
Correct Answer: C

From "Teaming Up to Help"

How do Kim's feelings change in the passage?

A from happy to gloomy

B from afraid to cautious

C from uncertain to eager

D from popular to lonesome

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***Oklahoma C³* Standard**:

Standard 3: 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. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.

   b. Support ideas, arguments, and generalizations by reference to evidence in the text.

   c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

Item Specifications:

Emphasis:

- Integrate and relate ideas from text.
- Identify and interpret key concepts, main ideas, key actions, and supporting details in texts.
- Integrate and relate ideas, arguments and generalizations with specific details from text.

Stimulus Attributes:

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

Content Limits:

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

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 presented by the author.
- A variety of questions are used as appropriate for narrative, expository, and functional texts.
- Items require the student to identify supporting details from the text for stated ideas, arguments, or generalizations.
- Items assessing basic understanding of text ask students to put text together in various ways such as chronologically, by main character, plot, and setting.

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Distractor Domain:

- Incorrect answer choices (distractors) include details that are irrelevant to the key concept or main idea and/or related information that is not included in the text.
- Incorrect answer choices are ideas, arguments, or generalizations not supported by text.
- Incorrect answer choices include details that are irrelevant to the ideas, arguments, or issues and/or related information that is not included in the text(s).

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Oklahoma C[3] 3.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Seashell Secrets"

What is the most important fact from this passage?

A Some shells have stripes.

B Some shells have designs.

C A shell is a home for an animal.

D A shell can be as big as a television.

Depth of Knowledge: 2
Correct Answer: B

From "Mary Rodas—Toys, Toys, Toys"

Which best describes what this passage is about?

A Adults should listen carefully to children's ideas.

B Mary's attitude toward learning led to her success.

C Mary enjoyed sharing the new toys with her friends.

D Adults usually buy toys developed by Mary's company.

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Depth of Knowledge: 2
Correct Answer: C

From "State Fair"

What is the <u>best</u> summary of "State Fair"?

A The Peck family drives for two hours to the state fair.

B The Peck family buys tickets for the carnival rides.

C The Peck family has an enjoyable day at the state fair.

D The Peck family agrees to meet at the ticket booth after an hour at the fair.

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Oklahoma C[3] 3.3b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Teaming Up to Help"

A reader can tell that Kim's friends are not upset with her because

A they tell her to fill more bags for the team.

B they welcome her when she arrives at the park.

C they give her some snacks to eat while they work.

D they know she will soon start telling them funny stories.

Depth of Knowledge: 2
Correct Answer: B

From "Mary Rodas—Toys, Toys, Toys"

How can the reader tell that Mary is a hard worker?

A She invented toys when she was young.

B She had a job while she went to school.

C She thought of colors for the new ball.

D She watched children play with toys

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Depth of Knowledge: 2
Correct Answer: C

From "Seashell Secrets"

Which sentence from the passage <u>best</u> supports the idea that seashells are useful homes for mollusks?

A Other seashells are beautiful and strong.

B The shell grows as the animal grows.

C The strong shells also keep mollusks moist when there is no water.

D The mollusk uses strong muscles to snap the pieces of its shell together.

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Oklahoma C[3] 3.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Seashell Secrets"

Why Shells Are Important

1. **protect the animal from danger**
2. **provide a home for the animal**
3. **?**

Which statement should be added to the outline?

A make the animal easier to see

B help the animal crawl around

C keep the animal from drying out

D keep the animal from washing away

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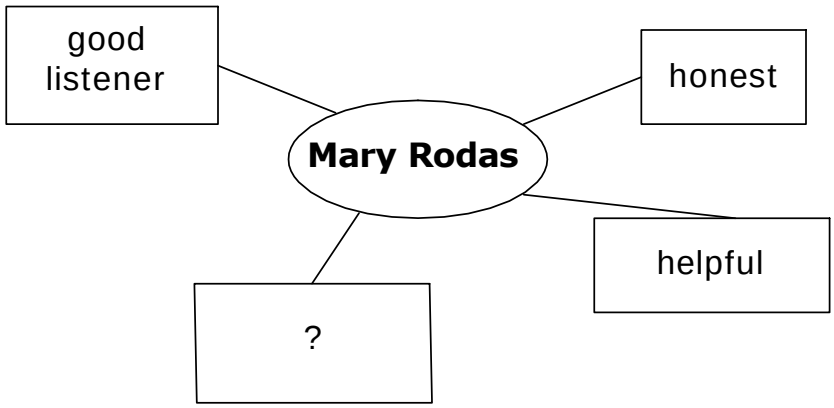
Depth of Knowledge: 2
Correct Answer: A

From "Mary Rodas—Toys, Toys, Toys"



Which other word describes Mary?

A responsible

B impatient

C thankful

D hesitant

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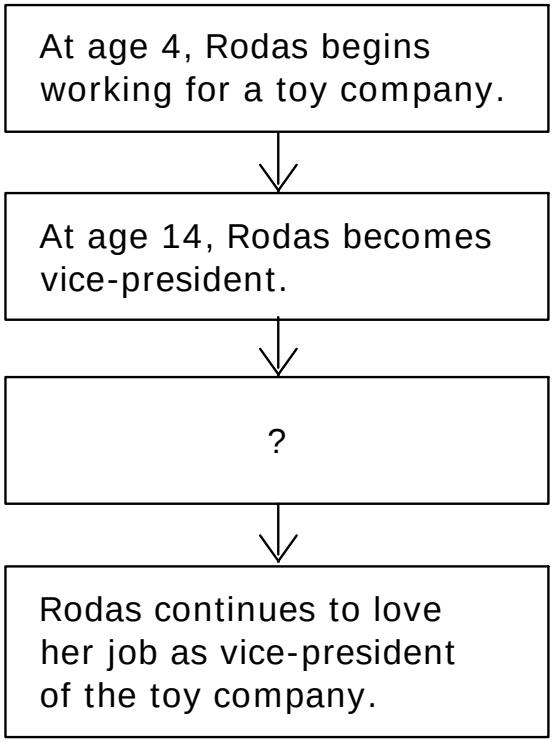
Depth of Knowledge: 2
Correct Answer: C

From "Mary Rodas—Toys, Toys, Toys"



Which event <u>best</u> completes the timeline?

A Rodas helps a toy inventor improve a ball.

B Rodas moves to a different country with her parents.

C Rodas attends a college while working at a toy company.

D Rodas helps her father take care of their apartment building.

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***Oklahoma C³* Standard**:
Standard 3: 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. Evaluate new information and hypotheses by testing them against known information and ideas.

   b. Compare and contrast information on the same topic after reading several passages or articles.

   c. Identify fact/opinion and cause/effect in various texts.

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

Item Specifications:

Emphasis:
- Analyze details and how they affect the text.
- Identify fact/opinion from various types of text.
- Identify and use patterns including compare/contrast, cause/effect, problem/solution, and sequential order to comprehend various texts.

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

Content Limits:
- Narrative, expository, and functional texts are used.
- Several texts may be used for items.

Format:
- Students are given examples of items assessing the identification of relevant supporting details and hypotheses as connected to prior knowledge.
- Students read several passages on the same topic and are asked to compare the approaches taken in each passage.
- Items will ask students to distinguish fact from opinion or the cause of some final effect in various texts.
- Some items supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Items about the plot (problem/solution or goal/resolution) require the student to make inferences about the actions, motives, and appearances of characters.
- Items will focus on causes, motivations, and final results from events in a text.

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Distractor Domain:

- Incorrect answer choices (distractors) present information that a student may have misread/misunderstood.
- Incorrect answers may be incorrect comparisons of the topic.
- Incorrect choices may be illogical comparisons, causes, problems, or sequences based on information stated or implied in text.
- Incorrect answer choices for fact/opinion items may be based on statements representing facts and opinions from the text.

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Oklahoma C[3] 3.4a Sample Test Item:

Depth of Knowledge: 2
Correct Answer: D

From "Mary Rodas—Toys, Toys, Toys"

Which idea shows that making toys is a complicated process?

A Toys need to have bright colors.

B Children like inexpensive toys that are simple.

C Children need to go to college to learn about toys.

D Toys have to be tested and improved before they can be sold.

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

What would probably happen if a mollusk's body stopped producing a liquid?

A It would stop growing.

B Its strong shell would weaken.

C Its colorful designs would fade.

D It would face danger during low tides.

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Depth of Knowledge: 2
Correct Answer: D

From "Teaming Up to Help"

Which event from the passage shows that working with a team can make a difficult project enjoyable?

A Kim has trouble concentrating while practicing her flute.

B Kim and her friends play music together after the clean up project.

C Kim leaves quickly when her friends discuss working at the park.

D Kim sees the fun her friends were having and decides to join the next project.

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Oklahoma C[3] 3.4b Sample Test Items:

Depth of Knowledge: 3
Correct Answer: B

From "Seashell Secrets" and "Unwrapping the Stars"

How are "Seashell Secrets" and "Unwrapping the Stars" alike?

A Both are about stars.

B Both describe nature.

C Both describe an adventure.

D Both mention unusual animals.

Depth of Knowledge: 3
Correct Answer: B

From "Teaming Up to Help" and "Mary Rodas—Toys, Toys, Toys"

How are "Teaming Up to Help" and "Mary Rodas—Toys, Toys, Toys" alike?

A Both describe people volunteering in the community.

B Both show how young people can make a difference.

C Both describe why working with friends is important.

D Both show how the actions of one person can let a group down.

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Depth of Knowledge: 3
Correct Answer: B

From "State Fair" and "State Fair Carnival"

Which is mentioned in <u>both</u> the passage and the flyer?

A food

B tickets

C animals

D wristbands

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Oklahoma C[3] 3.4c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Seashell Secrets"

Which sentence is an opinion?

A There are thousands of shells in the sea and on land.

B Some shells look pretty and are very delicate.

C Shells protect the animals living inside them.

D The two parts are connected together at one point.

Depth of Knowledge: 2
Correct Answer: C

From "State Fair"

In paragraph 3, the family stands still for a few minutes because they are

A tired after their long drive.

B lost and cannot find a map.

C looking at all the activities.

D deciding what they want to eat.

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Depth of Knowledge: 2
Correct Answer: A

From "Mary Rodas—Toys, Toys, Toys"

Which is a <u>fact</u> in the passage?

A Mary Rodas was hired to work for a toy company when she was only four years old.

B They did not speak English very well, but they worked hard to make a living.

C Bright colors would make the ball more interesting.

D It was not easy, but she worked hard.

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Oklahoma C[3] 3.4d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Teaming Up to Help"

In paragraph 10, why did Kim invite her friends to her house?

A She wanted to be part of a team.

B She wanted the band to practice.

C She wanted to celebrate their success.

D She wanted her mother to share the picnic.

Depth of Knowledge: 2
Correct Answer: C

From "Teaming Up to Help"

Why did Shari, Lou, and Juan want another person on their team?

A Four people needed to be on each team.

B They wanted someone else to play music with them.

C They could fill more bags with four people working.

D Work was more fun when more people were involved.

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Depth of Knowledge: 2
Correct Answer: C

From "Teaming Up to Help"

What causes Kim to change her mind about going to the park?

A She finishes her flute practice.

B She wants to attend the picnic.

C She hears her friends having fun.

D She decides that volunteering is important.

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***Oklahoma C³* Standard**:

Standard 4. 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. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.

   b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

   c. Identify themes that occur across literary works.

   d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.

Item Specifications:

Emphasis:

- Use text structure as a tool for comprehension: plot, resolution.
- Identify the author's purpose: persuade, describe, entertain, inform.
- Identify common themes across texts.
- Determine a character's actions based on information in the text.

Stimulus Attributes:

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

Content Limits:

- Narrative text that can be mapped are used, including realistic fiction, adventure stories, mysteries, historical fiction, tall tales.
- The selection may contain one or more of the following elements:
  a. setting: the location(s) and time(s) of the story
  b. characters: the people, animals, or personified objects in the story
  c. goal: what the main character and/or author is trying to achieve
  d. conflict: the central tension that drives the story
  e. plot: a series of episodes in which a problem is developed and resolved
  f. resolution: the dissolving of tension at the end of the story
- Narrative, expository, and functional texts are used.
- Paired selections must contain sufficient information to identify connections within or across texts, for example, comparison/contrast.

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Format:

- Items focus only on those elements and events that drive the story and are essential to the theme.
- Items may ask the student to make predictions based on the text.
- Items may supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Items that focus on the plot (problem/solution or goal/resolution) require the student to make inferences.
- Items assess key concepts, both stated and implied.
- Items require the student to form judgments about the theme from information provided in the text.

Distractor Domain:

- Incorrect answer choices (distractors) reflect a misunderstanding of explicit information in the passage and/or an irrelevant or unsubstantiated evaluation of explicit or implicit information in the passage.
- Incorrect answer choices may be illogical identifications of purpose.
- Incorrect answer choices may be illogical comparisons or contrasts based on information stated or implied in the texts.

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Oklahoma C[3] 4.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Teaming Up to Help"

What is the main problem in the passage?

A Kim cannot go to the park because she has to take music lessons on Saturday.

B Kim's attitude about practicing the flute hurts her relationship with her friends.

C Kim had a bad day at school and does not want to be around her friends.

D Kim's dislike of yard work almost keeps her from doing an important job.

Depth of Knowledge: 2
Correct Answer: C

From "State Fair"

Why do the boys want to go to the carnival before doing anything else?

A They are tired and want to relax.

B They are hungry and want to buy food.

C They see the rides from the parking lot.

D They see a man in a red shirt handing out flyers.

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Depth of Knowledge: 2
Correct Answer: B

From "Teaming Up to Help"

Why does Kim change her mind about going to the park?

A She wants to play her flute with them.

B She wants to have a good attitude like her friends.

C She is hungry and wants to eat with her friends.

D She wants to be on the team that fills the most bags.

Depth of Knowledge: 3
Correct Answer: B

From "State Fair"

Based on the passage, which theme <u>best</u> fits the Peck family?

A Save the best activities for last.

B Plan ahead to get the most out of the day.

C Adults should make decisions about what to do.

D Children should be allowed to pay for their own activities.

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Oklahoma C[3] 4.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Seashell Secrets"

This passage is meant

A to be amusing.

B to be persuasive.

C to be encouraging.

D to be informational.

Depth of Knowledge: 2
Correct Answer: A

From "State Fair"

The author wrote this passage mainly

A to entertain readers with a story about a trip to the fair.

B to inform readers about things to see and do at the fair.

C to inform readers why people enter animals in contests at the fair.

D to persuade readers that families should go on a trip to the fair.

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Depth of Knowledge: 2
Correct Answer: C

From "State Fair Carnival"

What is the purpose of the map on the flyer?

A to inform the reader of the cost of carnival rides

B to persuade the reader to go on carnival rides

C to show the location of the carnival rides

D to explain when to go on carnival rides

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Oklahoma C[3] 4.2c Sample Test Items:

Depth of Knowledge: 3
Correct Answer: A

From "Mary Rodas—Toys, Toys, Toys" and "Teaming Up to Help"

Which theme is found in both "Mary Rodas—Toys, Toys, Toys" and "Teaming Up to Help"?

A People work better together.

B People should be honest.

C Friendship is valuable.

D Sharing is important.

Depth of Knowledge: 3
Correct Answer: A

From "Mary Rodas—Toys, Toys, Toys" and "Teaming Up to Help"

Mary Rodas and Kim would most likely agree that

A people should help one another.

B music makes people happy.

C honesty is important.

D time is money.

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Depth of Knowledge: 3
Correct Answer: A

From "Unwrapping the Stars" and "Seashell Secrets"

Which theme from "Unwrapping the Stars" is also an important idea in "Seashell Secrets"?

A Beauty can be found in nature.

B Nature has a way of protecting itself.

C Colors can change the way people feel.

D People need to understand the importance of color.

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Oklahoma C[3] 4.2d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Teaming Up to Help"

How are Kim and Lou's attitudes toward the clean-up activity different?

A Kim is not as excited and eager as Lou about helping with the project at first.

B Kim dislikes the way Lou always takes charge and tells others what to do.

C Kim talks Lou into helping out on other volunteer projects.

D Kim and Lou disagree on how to clean up the park.

Depth of Knowledge: 2
Correct Answer: C

From "Teaming Up to Help"

Why does Kim tell her friend she has a flute lesson?

A She is shy about being around other children.

B She is excited about playing her instrument.

C She does not want to help clean the park.

D She does not want to go out in the cold.

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Depth of Knowledge: 2
Correct Answer: B

From "Mary Rodas—Toys, Toys, Toys"

The toy inventor gives Mary his toys to play with because

A she has experience with toy companies.

B she helps him decide if kids will like the toys.

C he knows she will work at the toy company someday.

D he wants to make a toy that will be popular in many countries.

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***Oklahoma C³* Standard**:
Standard 4: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.

   a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

   b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.

      - Simile: a comparison that uses like or as
      - Metaphor: an implied comparison
      - Hyperbole: an exaggeration for effect
      - Personification: a description that represents a thing as a person

Item Specifications:

Emphasis:
- Interpret narrative text and poetry.
- Identify figurative language used in poetry and narrative texts.
- Identify poetic styles.

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

Content Limits:
- The text must contain sufficient information for the reader to identify it by its characteristics.
- Narrative and expository texts that include the use of figurative language (specifically, simile, metaphor, personification, and hyperbole) are used.

Format:
- Items focus only on those terms that are from the literary selection and are true to the genre.
- Items may ask the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's craft by selecting the definition which best conveys the meaning of the target word or phrase based on the context.

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Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection or may be characteristics of other genres.
- Incorrect choices are plausible but illogical interpretations of the figurative language based on context or literal interpretations of figurative language.

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Oklahoma C[3] 4.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Unwrapping the Stars"

Which lines from the poem rhyme?

A 1 and 2
B 2 and 3
C 2 and 4
D 3 and 4

Depth of Knowledge: 2
Correct Answer: A

From "Unwrapping the Stars"

This poem is mainly about

A sunsets.
B rainbows.
C shiny stars.
D cloud colors.

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Depth of Knowledge: 2
Correct Answer: C

From "Unwrapping the Stars"

Which line has an example of rhyme within it?

A All colors of the rainbow—

B Especially blue and pink—

C Each night I see a different sight.

D To shine before my eyes.

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Oklahoma C[3] 4.3b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: C

From "Unwrapping the Stars"

Those red and green and purple clouds
Are ribbons in the sky

These lines are an example of

A rhyme.

B a simile.

C a metaphor.

D personification.

Depth of Knowledge: 1
Correct Answer: A

From "Unwrapping the Stars"

The clouds are oh so bright.
They look just like an evening gown.

These lines are an example of

A a simile.

B hyperbole.

C a metaphor.

D personification.

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Depth of Knowledge: 2
Correct Answer: D

From "Teaming Up to Help"

Which is an example of hyperbole from the passage?

A It had been a long, busy day.

B …fifteen students were stuffing leaves, fallen branches, and paper into the bags.

C They were so cheerful!

D…the hungry children ate like there was no tomorrow!

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***Oklahoma C³* Standard**:
Standard 5: 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. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.

   b. Identify key words to be used in searching for resources and information.

   c. Cite information sources appropriately.

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

   e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.

   f. Continue to 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.

Item Specifications:

Emphasis:
- Use informational resources.
- Understand text features: format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps, prefaces, appendices.
- Apply test taking skills.
- Cite information sources correctly.
- Understand the purpose of text formats to enhance meaning of text.

Stimulus Attributes:
- Test items may include wording, phrases, and/or sentences from the selection.
- Test items may include simulated charts, graphs, map, glossary, etc.

Content Limits:
- Narrative, expository, and functional texts are used.

Format:
- Given an expository text, the student selects the type of information found in that source.
- Items require the student to identify a plausible source of the reading selection or an appropriate source of additional information on the respective topic.
- Sources used are familiar to fourth-grade students.
- Correct answers are appropriate for the type of information (e.g., trade books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, magazines, and newspapers).
- Correct answers also may be such sources as films or places to visit (e.g., historic sites and museums.

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- Given the text feature, the student selects the reason for its use.
- Items require students to identify the text feature(s) found in the selection.
- Items require students to identify the appropriate text feature to be used for a specific need.

Distractor Domain:

- Incorrect answer choices (distractors) are sources familiar to fourth-grade students, but not appropriate for the information sought.
- Distractors include incorrect identification of key words.
- Text features may be identified for incorrect use.

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Oklahoma C[3] 5.1a Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

From "State Fair"

Which resource would be most helpful to the Peck family in planning the route for their trip?

A an encyclopedia

B an almanac

C an index

D an atlas

Depth of Knowledge: 2
Correct Answer: B

From "Seashell Secrets"

Between which two guide words in a dictionary would mollusk be listed?

A molt, monkey

B mold, moment

C modern, molasses

D mockingbird, mole

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Depth of Knowledge: 2
Correct Answer: D

From "Unwrapping the Stars"

In a book of poetry, which section would help a student locate poems about stars?

A appendix

B glossary

C preface

D index

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Oklahoma C[3] 5.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Seashell Secrets"

Which word would best help a reader find information about clams in an encyclopedia?

A waves

B oceans

C animals

D mollusks

Depth of Knowledge: 2
Correct Answer: C

From "State Fair"

Which key words would best help a student find information about the fair on the Internet?

A carnival rides

B Oklahoma Festivals

C Oklahoma State Fair

D events at the fairgrounds

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Depth of Knowledge: 3
Correct Answer: D

From "Mary Rodas—Toys, Toys, Toys"

When doing research for this passage, the author <u>most likely</u> did an Internet search for

A toys.

B inventor.

C El Salvador.

D Mary Rodas.

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Oklahoma C[3] 5.1c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

A student wants to refer to a book about seashells in a report. How should the student show this reference?

A Smith, Robert. The Complete Guide to Seashells. New York: Shell Press, 2006.

B "The Complete Guide to Seashells." Robert Smith. New York: Shell Press, 2006.

C Robert Smith. "The Complete Guide to Seashells." New York: Shell Press, 2006.

D The Complete Guide to Seashells by Robert Smith. New York: Shell Press, 2006.

Depth of Knowledge: 2
Correct Answer: D

From "Mary Rodas—Toys, Toys, Toys"

When writing a research report on Mary Rodas, how should a student correctly make a reference to a book that is used?

A Dan Meyer. Children Success Stories. Appleheart Publishers: New York, 2008.

B Children Success Stories. Dan Meyer. New York: Appleheart Publishers, 2008.

C Appleheart Publishers. Children Success Stories. Meyer, Dan. New York: 2008.

D Meyer, Dan. Children Success Stories. New York: Appleheart Publishers, 2008.

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Depth of Knowledge: 2
Correct Answer: C

From "Seashell Secrets"

Which is the correct way to show a magazine reference in a report about mollusks?

A June 2009: Sea Life Magazine. Simpson, Fred. "Soft-Bodied Animals" 34-36.

B Sea Life Magazine June 2009: "Soft-Bodied Animals" Simpson, Fred. 34-36.

C Simpson, Fred. "Soft-Bodied Animals." Sea Life Magazine June 2009: 34-36.

D "Soft-Bodied Animals." Simpson, Fred. Sea Life Magazine June 2009: 34-36.

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Oklahoma C[3] 5.1d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

How does the author of "Seashell Secrets" draw attention to important ideas?

A Headings are in bold print.

B Important words are underlined.

C New words are at the bottom of the page.

D Quotation marks are around special words.

Depth of Knowledge: 2
Correct Answer: B

From "Seashell Secrets"

The section headings are boldfaced because they

A let the reader skip the paragraph.

B tell what the next paragraph is about.

C explain the paragraph before the boldface.

D describe the main idea of the entire passage.

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Depth of Knowledge: 2
Correct Answer: B

From "State Fair Carnival"

Why are the section headings boldfaced?

A to introduce readers to new words

B so readers can more easily find what they need

C so readers will remember what is most important

D to help readers better understand the information

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Oklahoma C[3] 5.1e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

To find out if a book has current information, look at the

A copyright date on the title page.

B number of pages in the book.

C name of the publisher.

D table of contents.

Depth of Knowledge: 2
Correct Answer: A

From "Seashell Secrets"

What would be the best place in a science textbook to find the pages containing information about mollusks?

A index

B preface

C glossary

D appendix

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Depth of Knowledge: 2
Correct Answer: C

From "Seashell Secrets"

Why does the author include the box under the title of the passage?

A to explain the first paragraph

B to show some important facts

C to tell the meanings of certain words

D to provide extra information about the topic

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Oklahoma C[3] 5.1f Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Seashell Secrets"

Which study method would be most useful in learning the new words in "Seashell Secrets"?

A Say the words several times.

B Write each new word ten times.

C Make a word web of the new words.

D List the new words in alphabetical order.

Depth of Knowledge: 2
Correct Answer: D

From "Seashell Secrets"

What would be the best thing to do to understand the meaning of mollusk?

A Look at the title again.

B Use the word in a sentence.

C Read the first line in every paragraph.

D Use context clues to find the definition.

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Depth of Knowledge: 2
Correct Answer: C

From "Mary Rodas—Toys, Toys, Toys"

Which plan would <u>best</u> help a student remember what this article is about?

A Read the title two more times.

B List the words that are hard to spell.

C Read the first line in each paragraph.

D Ask the teacher to read the article aloud.

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