OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

Reading
Grade 5

2012–2013 Edition

OKLAHOMA
STATE DEPARTMENT of EDUCATION
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OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

Table of Contents

Purpose 1

Test Structure, Format, and Scoring 2

Test Alignment with *Oklahoma C³ Standards* 2

Test Blueprint 3

Depth of Knowledge Assessed by Test Items 4

Universal Test Design Considerations 5

Testing Schedules 6

Multiple-Choice Item Guidelines 7

Stimulus Materials 8

General Considerations 8

Considerations for Reading 10

Readability 11

Vocabulary 11

Overview of Item Specifications 12

Reading Passages 18

Sample Test Items by Standard 34

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Purpose

The purpose of the Grade 5 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 fifth-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 Stems (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 Genres (4.1) • Literary Elements (4.2) • Figurative Language/Sound Devices (4.3)
Research and Information • Accessing Information (5.1) • Interpreting Information (5.2)

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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
Science	55	45	10
Social Studies	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 5 Reading
Test Blueprint
School Year 2012–2013

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

OK C³ Standards & Objectives	Ideal Number of Items for Alignment*	Ideal Percentage of Items **
Vocabulary	**12**	**24%**
Words in Context (1.1)	4	
Affixes, Roots, and Stems (1.2)	4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	4	
Comprehension/Critical Literacy	**20**	**40%**
Literal Understanding (3.1)	4	
Inferences and Interpretation (3.2)	4–6	
Summary and Generalization (3.3)	4–6	
Analysis and Evaluation (3.4)	4–6	
Literature	**12**	**24%**
Literary Genre (4.1)	4	
Literary Elements (4.2)	4	
Figurative Language/Sound Devices (4.3)	4	
Research and Information	**6**	**12%**
Accessing Information (5.1)	2–4	
Interpreting Information (5.2)	2–4	
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. 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.

Writing Test

	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the Writing Test (not timed)	50 minutes
Total:	70 minutes

Grade 5 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 5 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

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Grade 5 Social Studies

Test Session

Section 1

	Approximately:
Distributing books, reading directions	15 minutes
Administering the Social Studies Test	30–40 minutes
Total:	45–55 minutes

Section 2

	Approximately:
Distributing books, reading directions	5 minutes
Administering the Social Studies Test	30–40 minutes
Total:	35–45 minutes

Grade 5 Science

Test Session

Section 1

	Approximately:
Distributing books, reading directions	15 minutes
Administering the Science Test	30–40 minutes
Total:	45–55 minutes

Section 2

	Approximately:
Distributing books, reading directions	5 minutes
Administering the Science 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 . . . <u>except</u>."

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

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

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

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Considerations for Reading

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

The passages have a variety of sentence types and lengths, may include dialogue, reflect Oklahoma's cultural diversity, and possess sufficient structural integrity to allow them to be self-contained. Reading passages will reflect a balance of genres from narrative and expository texts. The majority of the selections used for the reading test include authentic literature; a minor portion may be selected from commissioned works.

All passages are reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages avoid subject matter that might prompt emotional distress. 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, comprised of Oklahoma educators from across the state, reviews proposed vocabulary items for grade level appropriateness. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below.

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

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Overview of Item Specifications

For each *Oklahoma C*^{3} standard, item specifications are organized under the following headings:

- *OK C*^{3} Standard and *OK C*^{3} Objective
- Item Specifications
  a. Emphasis
  b. Stimulus Attributes
  c. Format
  d. Content Limits
  e. Distractor Domain
  f. Sample Test Items

The headings ~~"~~*Oklahoma C*^{3} Standard" and ~~"~~*Oklahoma C*^{3} Objective" state the standard and objective being measured as found in the reading section of the *Oklahoma C*^{3} *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 but 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 5

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

   a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

   b. Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use like or as: *His feet were as big as boats*), and metaphors (implied comparisons: *The giant's steps were thunderous*).

2. Affixes, Roots, and Stems

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

   b. Apply knowledge of root words to determine the meaning of unknown words within a passage.

   c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*terrain*, *hemisphere*, *biography*).

3. Synonyms, Antonyms, and Homonyms/Homophones

   a. Apply knowledge of fifth grade level synonyms, antonyms, homonyms/homophones, and multiple meaning words to determine the meaning of words and phrases.

*4. Using Resource Materials and Aids

   a. Use a thesaurus to determine related words and concepts.

   b. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.

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

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

2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).

3. Read silently for increased periods of time.

4. Increase silent reading speed through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in the 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 by the text, and establish purpose for reading).

   b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.

   c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.

   d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

2. Inferences and Interpretation

   a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.

   b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

   c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).

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

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

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3. Summary and Generalization

   a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.

   b. Make generalizations with information gleaned from text.

   c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.

   d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

   a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.

   b. Identify the main problem or conflict of the plot and explain how it is resolved.

   c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

   d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.

   e. Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).

   f. Distinguish among facts/inferences supported by evidence and opinions in text.

*5. Monitoring and Correction Strategies

   a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).

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

   c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

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

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

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b. Read and construct meaning from a variety of genres.

c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).

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

a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).

b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.

c. Identify the author's purpose (persuade, inform, or entertain).

d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person, etc.) and how it affects the text.

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

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

b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idiom.

Example: Simile – a comparison that uses *like* or *as*

Example: Metaphor – an implied comparison

Example: Hyperbole – an exaggeration for effect

Example: Personification – a description that represents a thing as a person

Example: Idiom – an expression that does not mean what it literally says

c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

Imagery: the use of language to create vivid pictures in the reader's mind.

Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

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

*4. Literary Works—Read and respond to historically and culturally significant works of literature.

Example: Compare and analyze literary works from various cultures.

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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. Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.

   b. Identify and credit the sources used to gain information.

   c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).

   d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

   e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

      Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

   f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.

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

   a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).

   b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint, and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesauruses, and technology/Internet).

   c. Develop notes that include important information on a selected topic.

   d. Summarize information from multiple sources into a written report or summary.

   e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

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Reading Passages

A New Garden

1 José went to the community center after school, and every day he would shake his head when he rounded the corner of the building and stepped in the mud. Endless bicycles and running feet had crushed what little grass existed. The ground was mostly dirt, which quickly turned into mud when it rained.

2 "That place next to the center looks horrible," he complained to his brother. "Even worse, the mud gets tracked everywhere when it rains. Somebody ought to do something!"

3 His older brother looked at him with frustration. "Think about it. 'Somebody ought to do something!' Aren't you somebody? Why don't YOU do something?"

4 José thought about it for a minute and knew his brother was right. He should do something about that unsightly ground. The question was, what could he do?

5 The answer came when he talked to his friend, Lena, about food they did not like.

6 "I *hate* tomatoes," Lena said.
"They taste like cardboard."

7 José agreed. "My mom says that's because we get tomatoes at the store. If we had really fresh tomatoes, we'd love them."

8 "Where could we get fresh tomatoes?" Lena wondered.

9 Suddenly, José jumped up. "That's it! We could grow them on the ground next to the center!"

10 Lena shook her head. "I don't know. A garden is a lot of trouble, and you'd need help."

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11 The next day, José went to talk to Mrs. Stevens, the director of the center.

12 "It's a good idea," she told him sadly, "but we just don't have the money to put into a garden."

13 José grinned and said, "Lena and I thought of that. We have contacted several people who will help plant the seeds, water the plants, and do the weeding. Lena's uncle has seeds left over from his garden and we'll use those. We'll have tomatoes, beans, lettuce, and zucchini."

14 The next day, the volunteers began digging and preparing the soil for a vegetable garden. Within a few days, the seeds were planted and watered. The students watched as the green shoots appeared, and within a few weeks, more plants pushed through. As the days passed and their vegetables grew, the friends waited eagerly to sample the delicious vegetables.

15 Lena carefully gathered the tomatoes and zucchini and reflected on their success. One person could not have accomplished this task. Their success was due to each person helping one another, sharing the work. Yes, the key to success was cooperation. She thought about a video their class had watched last week about how animals work together. Even animals cooperate to benefit the group.

16 Lena took her first bite of a delicious red tomato and smiled. José was right; they did taste better when you grow them yourself.

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Animal Families

calves—name for the young of certain mammals including the young of elephants

1 Animals often work together to get a job done. Taking care of the young is very important, but so is eating. How does a mother search for food and at the same time keep her babies safe?

2 Wild dogs live in large groups called packs. When the leaders of the pack need to hunt for food, the pups are left in the den. The other members of the pack stay behind and watch over the pups, acting as "aunts." It is their responsibility to keep the pups safe until the leaders of the pack return.

3 Lions live together as a family called prides. The mother will raise her young until it is old enough to be with the rest of the pride. When female lions hunt for food, they leave their cubs with other lionesses. These protective females babysit the cubs until the food is brought back from the hunt. Then they share the food with the cubs.

4 Elephants, however, travel together in herds and eat along the way. Most herds consist of females that keep a watchful eye on the calves. If a calf needs comforting, the nearest adult will take care of it. If it stumbles, one of the older elephants will help steady it.

5 Cooperation appears to be an important key to the success of family groups whether they are animals or humans.

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Carl's Problem

1 Carl sat on the couch in the living room, his head in his hands, sighing in distress. "I didn't mean to do it," he kept repeating. "It was an accident."

2 His older sister, Emily, just home from school, came into the room carrying her backpack and a notebook. "Why the gloomy face and sighs?" she asked.

3 Carl moaned again, "What was I thinking?"

4 "What happened today?" she asked.

5 "I just won the school spelling bee," he said.

6 "You just won a spelling contest, and you are upset? You are the best soccer player in the school and you always get A's on everything. You should be proud of yourself. Why are you so discouraged?"

7 Carl rolled off the couch and said, "Tim is the best speller in school and probably the world, and I beat him!"

8 "Nobody wins all the time and just because Tim happens to be your best friend is no reason to carry on like a wet cat."

9 Carl paced around the room with his shoulders slumped. "But Tim is my best friend. The one thing he does better than anybody else is spell. I don't want him to feel bad."

10 "Aha!" Emily said, "The sun of truth is rising on the horizon. Tim feels like he doesn't have any talents and that's really sad, but it simply is not true. There must be something Tim can do really well besides spell!"

11 "Think about what he's good at doing," Emily suggested.

12 Carl thought for a moment and then said, "He's really good at imitating people."

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13 "Well, little brother, I think I have a remedy for your unhappiness," Emily said, smiling. "Mr. Beck is having tryouts tomorrow for the school play. The main character has to imitate all the other characters in the play, so it's perfect for Tim."

14 "That is a fantastic idea, Emily. I know Tim will do a great job!"

15 The next day, Carl tried to persuade Tim to attend the play tryouts. Tim finally agreed, although he believed he would never get a part.

16 Emily was at the tryouts, to encourage Tim as well. "You do imitations of your friends all the time. Just be yourself and you will do great!"

17 The tryouts went as Emily had predicted. Many students wanted the part of the lead character, but Tim did superb imitations of the characters. It took only seconds for Mr. Beck to decide who would play the lead. "Tim," he beamed, "you're a natural born actor!"

18 Tim grinned from ear to ear and so did Carl.

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A New Kind of Guard

posture—a position of the body

1 The coyote silently sneaks around the western sheep farm. He spots a delicious dinner waiting for him beyond the fence. No guard dogs have barked a warning. He slowly creeps a little closer, but just as he is about to jump across the fence, a strange noise fills the air. It sounds like a creaky door. Suddenly, something large hits the fence. The coyote retreats into the night, unsure of what he saw and heard.

2 The coyote's surprise is a new guard making its home in the West. This large, furry animal looks out of place protecting sheep, chickens, and cattle. The new animal keeping a close eye on the herds is the llama, a four-footed animal related to camels.

3 The llama was first used to help humans do chores more than 5,000 years ago in South America. When the Spanish brought horses and other animals to the area, llamas almost died out. They could only be found in the highest mountains. However, in recent years, there is a growing interest in the animals. One reason is their use as guards on ranches.

4 For some reason, llamas show a fierce reaction to wolves and coyotes. When a llama spots one of these animals stalking a herd, it immediately changes its posture to let others know that danger is near. Next, it lets out a special and unusual cry of alarm. It sounds like a rusty hinge on an old door. Finally, the llama runs toward the hunter, trying to kick it away. Bravely, the llama places itself between the herd he is protecting and the threat. Nothing seems to frighten them. In fact, Dan Goodyear, the owner of a llama farm in Pennsylvania, says, "When their mind is set, they seem to be fearless. The llama is a natural guard."

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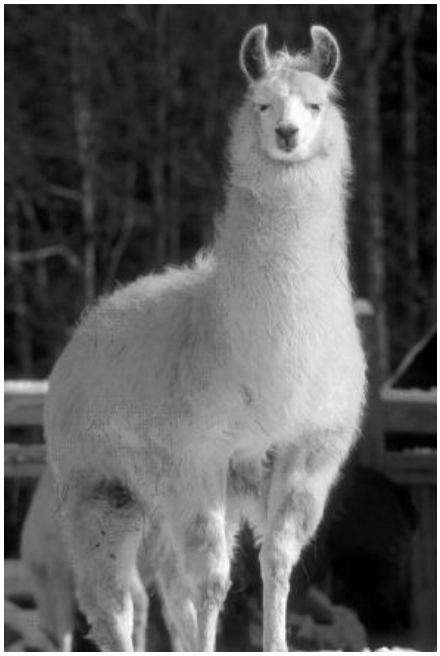

5 Farmers are thrilled with their new guard llamas. They are very helpful in scaring away wild animals. Farmers are not losing as many animals as they once did. According to Sheila Fugina, president of Llama Association of North America, or LANA, these animals want to work. "Llamas like to have a job," she says.

6 In addition, llamas are valuable for their fur, which can be used to make clothing. In this way they are like the sheep they protect. Other people use llamas as pack animals to carry things. For others, these large, fluffy animals become family pets.

7 Llama farms are popping up all over the United States. There are several hundred farms across the country. LANA was founded in 1981 to help rescue llamas from places where they are not wanted. These animals are then placed in good homes such as Western ranches. These farmers and ranchers value their new watchdogs—or watch llamas.

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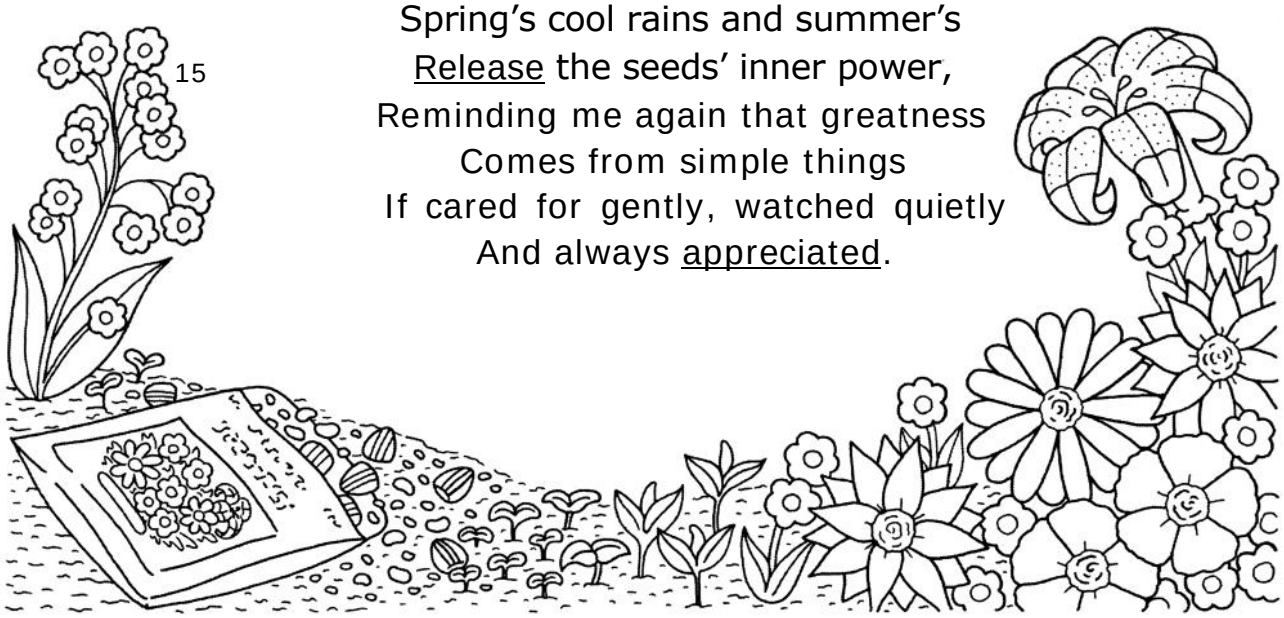
Simple Seeds

Tiny pieces of possible beauty
Spill out and fill my palm.
Simple seeds whose looks deceive.
Future vines, stems, and blooms
Hidden inside a plain package.
Tenderly placed in a cradle of soil,
Covered up, put into darkness
Until something deep inside,
Something mysterious and marvelous,
Draws them back up to the sun again.
Directing the sun from top to bottom,
Spreading water from bottom to top
In an ancient, primitive, endless cycle,
Spring's cool rains and summer's
Release the seeds' inner power,
Reminding me again that greatness
Comes from simple things
If cared for gently, watched quietly
And always appreciated.



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The Nurse Who Taught the Doctors

1 It could happen in seconds. One minute a child would be running and playing. The next minute, the youngster would be in pain and not able to move. The terrible disease, polio, had struck.

2 These moments usually occurred without warning. Many children were suddenly not able to walk and run. Doctors tried easing the pain by putting the children's legs in braces and casts. They also believed the supports would strengthen the muscles. Actually, as a simple country nurse proved, the opposite was true.

3 Elizabeth or "Sister" Kenny, as she became known, was from Australia. She was born on a farm in 1880. Until well into her 20s, she worked on the family farm. As a teenager, she had shown an interest in medicine. While treating her broken wrist, a doctor let Kenny borrow some medical books. He taught her about the body's muscles.

4 When Kenny was about 30 years old, she was offered a nursing job. The job meant working in the Australian bush. The bush was a very rough land, but Kenny did not mind. Bush settlements were far from hospitals and doctors. She knew the people living there needed her.

5 In 1911, Kenny was called to help a little girl. The girl was in great pain and could not move. Kenny had never seen this illness. She called upon her former doctor for help. He told her the girl had polio. He also said no one knew how to treat it. "Do your best," was his only suggestion.

6 Kenny's best idea was to dip wool strips in warm water. She wrapped these strips around the girl's legs. Amazingly, the moist heat eased her pain. Next, Kenny helped the girl exercise her legs. Before long, the girl was walking again without any help. Six other children in the area also got polio. Kenny handled them the same way. They also began to feel better and were able to walk again.

7 Many doctors did not believe in Kenny's methods because her handling of polio was so different from theirs. Many did not like

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that a simple nurse succeeded where they were failing. World War I interrupted Kenny's effort to win them over.

8 Kenny served bravely as a nurse during the war. She performed well and earned the rank of "Sister."

9 After the war, polio remained a problem. By the 1930s, it was breaking out around the world. In 1933, Sister Kenny opened a polio care center in Townsville, Queensland. Patients from around the world came to receive her care. Still, many doctors would not treat polio using her methods.

10 In 1940, some supporters suggested Sister Kenny travel to America. There some doctors finally listened. They helped her start the Sister Kenny Institute in Minneapolis, Minnesota. At the Institute, she showed doctors how to care for polio patients.

11 Sister Kenny continued her work until she passed away in 1952. That same year, a new medicine was introduced. People who took this medicine no longer worried about getting polio. By then, doctors realized her exercises had other uses. Today, they ease many kinds of bone or muscle problems. Sister Kenny had introduced the new medical field of physical therapy to the world.

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Flying Blossoms

1 Diego looked into the distance, unaware of the magnificent sunset, and sighed. In three weeks, he would perform at a symphony in Mexico City. As much as he loved the music he played, Diego feared performing a violin solo. What if he made a mistake? What if he forgot the notes? Was he really accomplished enough to play before people who are familiar with great musical artists?

2 "Why do I hear such a miserable sigh? Your heart must feel heavy, indeed," said Diego's grandfather.

3 "I am thinking about the symphony," Diego told him.

4 "And what are you thinking?" asked Grandfather.

5 "That I would prefer to stay home," Diego replied. "I have nothing special to offer."

6 Grandfather patted Diego's shoulder. "You are afraid to perform for so many people, aren't you?" he smiled. "You must confront that fear, because you have a great gift to contribute to the world."

7 "I just play my violin, how is that important or useful?"

8 "You bring beauty into the world. When the notes from your violin fly into the air, people smile with joy." Grandfather suddenly grinned. "Just the way you will smile when I show you some blossoms that fly in the air. They bring pleasure to people just as your music does."

9 "Flowers can't fly!" Diego protested.

10 Grandfather smiled, "It happens only in Mexico."

11 Diego asked many questions but Grandfather would only say, "Wait and see."

12 One morning Diego's father packed an enormous basket of food and folded two blankets on top of the basket.

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13 "Why are you packing so much food?" Diego asked.

14 "You are going to El Rosario with your grandfather."

15 Diego's heart beat faster. "Is El Rosario where I will see the flying blossoms?" he asked. However, his father and grandfather just looked at each other and smiled secretively.

16 Finally Diego and his grandfather began their journey. They walked five miles the first day and slept beside rocks that retained the sun's warmth. The next day, they traveled eight miles, and the third day, seven more. As evening fell, they came to a dense forest of fir trees.

17 "We will sleep under the trees tonight," said Grandfather. "Tomorrow you will see the flying blossoms."

18 In the morning, Diego woke suddenly. What was that noise?

19 Flapping! He heard wings flapping softly, stirring the air with a gentle breeze.

20 "Grandfather, wake up!" Diego cried.

21 Sunlight slipped through the fir trees and splashed light on the orange blossoms covering the tree limbs. The blossoms quivered.

22 Diego continued to stare as he held his breath. The blossoms fluttered and Diego exhaled in a sudden gasp of astonishment. Butterflies!

23 Hundreds of brilliantly orange monarch butterflies filled the trees and drifted in great clouds through the sky. They covered every tree limb, twig, and trunk with orange wings that waved like flower petals in the wind.

24 "They fly here from the north to rest during the winter," Grandfather told Diego. "It is a great distance but they would freeze in the cold northern air if they did not make the journey."

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25 "What a magnificent sight!" Diego cried out. "Thank you for bringing me here and sharing nature's beauty."

26 Grandfather laughed. "You have smiled with joy," he reminded Diego. "You have a talent that will make others smile too. Don't you think you need to share it with others?"

27 Diego nodded. "I will remember the flying blossoms if I become nervous during my solo," he told Grandfather. "But right now, I would like to continue sharing in the joy of the flying blossoms. May we stay and watch a little longer?"

Piper

1 The long green and yellow leaves swayed gently with the gradual flow of the current. The sunlight cast silent shadows on the coral reef as Piper peeked out of her father's pouch. She marveled at the world that lay before her. The many bright colors of the coral reef as well as the colorful sea animals filled her with nervous excitement. She wiggled her fin rapidly and floated away.

2 Piper moved quickly from the warm protection of her father's pouch, where she had lived and grown for the last six weeks. She had shared that pouch with 199 brothers and sisters. Like other seahorses, Piper's father carried the unborn eggs in a special pouch until the babies hatched. Although Piper's father has this sole responsibility, her mother stays close by. Piper's parents will stay together even after she and her brothers and sisters leave.

3 As Piper ventured out of her warm home, she noticed that she could not swim in an upright position like her parents. Instead, she floated on her face! Gradually, she managed to swim like the adult sea horses. However, she would not be an adult for another year.

4 Once the young sea horse was in the ocean, she would be on her own. As she glanced around the coral reef, Piper saw that she looked

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different from many other sea animals. Her body and neck were long and curved. Her tube-shaped snout, or mouth, enabled her to take in water and eat tiny sea animals. Another great thing was that her eyes could look in different directions. She could see a shadow on her left side, while looking at possible food on her right side. This ability would help protect and feed her at the same time.

5 Piper liked her beautiful, curved tail. When a sudden current threatened to sweep her away from the reef, she quickly wrapped her tail around a sea grass blade. Piper shuddered, glad that she was still safe among the coral reef plants. Glancing along the reef, she noticed that her sisters were no longer a pinkish color. Once they had swum among the green and yellow leaves, they had become bright green. They looked like plants growing among the coral.

6 Now Piper swam toward a piece of seaweed growing closer to the pink coral reef. She saw some of her cousins. One cousin, the pipefish, floated close by. Like Piper, he would always live in the same coral reef. Her favorite cousin, Shadow the sea moth, "flew" through the water. Some of Shadow's fins looked like wings, and he seemed to fly through the ocean. His other fins allowed him to walk on the sea floor.

7 Piper hoped she would soon meet more coral reef animals. Some of them looked like leaves, and others looked like dragons! Yes, life on a coral reef was going to be exciting.

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Sister Shock

She came home today
A bundle of cloth with a red face
Peering out with shocked-looking eyes:
My little sister, the new baby of the family.
All my life, my mom had called me Baby-Girl
Though I haven't been a baby for many years
And I am in sixth grade now and tall for my age
But I have noticed
With my sharp attention to details
That she hasn't called me that much anymore.
Now the "baby girl" is the new little baby
Screaming from among the folds
A very loud voice for such a tiny package
Looking like a grumpy old man who
Is red-faced and wrinkled from years in the sun
(I hope she grows into all that skin
Because, after all, she is my sister.)
We used to watch TV or read books
But now everyone mostly watches her.
I do not know why, since she just lies there
Or cries
But the grown ups get all goofy and giggly
Like children telling silly jokes
And talk about how pretty she is.
Pretty? With her scrunched up face?
Pretty is me in my blue dress with the violets
Sewn on the sleeves
Maybe I could wear it today and show them
What is what.
Before I can go change, though, Mom brings
Her to me, and says,
"Baby-Girl, this is your little sister, Anna.
She will need you to help take care of her
And be her big sister. Won't that be fun?"

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I think about showing her how to fix her hair
And paint her nails
And make an awesome jump shot with the basketball
And I admit, this does not sound too bad,
Being someone's big sister
And I feel more hospitable to this tiny girl.
Then I realize Mom called me Baby-Girl,
And tightness in my chest loosens that
I did not even know was hurting.
I hold my little sister
She is so warm, like a heating blanket
And heavier than she looks
She smells fresh like daisies in the sun.
She meets my eyes, her blue ones slightly
Wild-eyed and I whisper
"It's okay, Anna. It's a strange place, sometimes,
But I will show you around."
And I lay her gently in her crib
Caress her soft fluff of hair
And smile at her with a sigh.

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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

   a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

   b. Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use like or as: *His feet were as big as boats*), and metaphors (implied comparisons: *The giant's steps were thunderous*).

Item Specifications:

Emphasis:

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

Stimulus Attributes:

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

Content Limits:

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

Format:

- Items require the student to identify the meanings of key concept vocabulary crucial to accurately constructing the writer's intended meaning.
- 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 1.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Simple Seeds"

Which meaning is the best definition of release as it is used in line 15?

A spread out

B distribute

C let out

D bury

Depth of Knowledge: 2
Correct Answer: A

From "Simple Seeds"

What does ancient mean in line 13?

A old

B worn

C broken

D honored

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Depth of Knowledge: 2
Correct Answer: D

From "A New Garden"

What does <u>existed</u> mean in paragraph 1?

A moved

B touched

C dropped

D remained

Depth of Knowledge: 2
Correct Answer: B

From "Flying Blossoms"

In paragraph 1, what does <u>accomplished</u> mean?

A finished

B talented

C prepared

D organized

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Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

In line 3, the word <u>deceive</u> means

A guard.

B accept.

C protect.

D disguise.

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Oklahoma C^3 1.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Carl's Problem"

In paragraph 10, what does the phrase "The sun of truth is rising on the horizon" mean?

A It is nearly daybreak.

B Real events are very confusing.

C The facts are being discovered.

D Information will remain hard to get.

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

In paragraph 7, what does the sentence "Llama farms are popping up all over the United States" mean?

A Llamas like to jump a lot.

B The llama grows very quickly.

C People use llamas to help farm.

D There are more people raising llamas.

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Depth of Knowledge: 2
Correct Answer: A

From "A New Garden"

In paragraph 6, what does the sentence "They taste like cardboard" mean?

A The tomatoes do not have a good flavor.

B The tomatoes have too many seeds.

C The tomatoes are not easy to chew.

D The tomatoes are turning brown.

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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 Stems

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

   b. Apply knowledge of root words to determine the meaning of unknown words within a passage.

   c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*terrain*, *hemisphere*, *biography*).

Item Specifications:

Emphasis:

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

Stimulus Attributes:

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

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 meaning intended by the author. Each item choice is context dependent.
- To provide context, items 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 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 1.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

What does the prefix "un" mean in unaware?

A across

B over

C then

D not

Depth of Knowledge: 2
Correct Answer: B

From "Carl's Problem"

In which word is the prefix "mis" used in the same way as it is used in misspell?

A mission

B mislead

C mischief

D miserable

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Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

What does the suffix "less" mean in the word <u>fearless</u>?

A before

B against

C beyond

D without

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Oklahoma C^3 1.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Simple Seeds"

In line 13, what does endless mean?

A tiring

B nonstop

C common

D complete

Depth of Knowledge: 2
Correct Answer: C

From "A New Kind of Guard"

In paragraph 1, what does unsure mean?

A innocent

B surprised

C doubtful

D aware

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Depth of Knowledge: 2
Correct Answer: A

From "The Nurse Who Taught the Doctors"

Based on its root word, a youngster is a

A child.

B doctor.

C parent.

D patient.

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Oklahoma C^3 1.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Simple Seeds"

Using the Latin root *primus* which means "first," the word primitive from line 13 means

A fast.

B early.

C strong.

D forever.

Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

Based on the Greek root *sym* which means "together," the meaning of symphony in paragraph 1 refers to

A a social gathering.

B the act of speaking.

C the sharing of feelings.

D a combination of sounds.

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Depth of Knowledge: 2
Correct Answer: D

From "Carl's Problem"

Based on the Latin root *super* meaning "above," the word <u>superb</u> in paragraph 17 means

A creative.

B familiar.

C unusual.

D outstanding.

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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

   a. Apply knowledge of fifth grade level synonyms, antonyms, homonyms/ homophones, and multiple meaning words to determine the meaning of words and phrases.

Item Specifications:

Emphasis:
- Identify and clarify word meanings.
- Use synonyms, antonyms, and homonyms to determine meaning.
- Define multiple meaning words.

Stimulus Attributes:
- Test items may include phrases, sentences, and/or wording from the selection.
- Simulated dictionary entries may be used.

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, items 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 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 1.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

Which word is an antonym for unusual as it is used in paragraph 4?

A silly

B noisy

C scratchy

D ordinary

Depth of Knowledge: 2
Correct Answer: A

From "A New Kind of Guard"

Which word is a synonym for warning as it is used in paragraph 1?

A alarm

B threat

C danger

D rescue

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Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

Which word is a synonym for <u>appreciated</u> as it is used in line 19?

A interested

B satisfied

C amused

D valued

Depth of Knowledge: 2
Correct Answer: C

From "A New Kind of Guard"

Which two words from this passage are homonyms?

A guard, protect

B sneaks, creeps

C heard, herd

D new, old

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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:**

1. Literal Understanding

   a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).

Item Specifications:

Emphasis:

- Establish a purpose for reading.
- Preview and predict content of texts.
- Formulate questions that might be answered in text.

Stimulus Attributes:

- Test items may include a title, an excerpt from the selection, or a brief explanation of the selection.

Content Limits:

- 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 and make predictions about the text.

Distractor Domain:

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

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Oklahoma C^3 3.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

Based on its title, this passage will likely be about

A a place that is very unfamiliar.

B a problem that is hard to solve.

C something that happened long ago.

D something different from the usual.

Depth of Knowledge: 2
Correct Answer: B

From "The Nurse Who Taught the Doctors"

By using a prereading strategy, a student would probably predict that an answer to which question will be included in the passage?

A What kind of school do nurses attend?

B What does the nurse know how to do?

C How does the nurse spend her free time?

D Will the nurse choose to become a doctor?

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Depth of Knowledge: 2
Correct Answer: C

From "Simple Seeds"

Why would someone <u>most likely</u> read "Simple Seeds"?

A to find out how to plant seeds

B to understand how seeds grow

C to be reminded of the beauty in nature

D to be informed about the importance of seeds

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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:**

1. Literal Understanding

   b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.

Item Specifications:

Emphasis:

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

Stimulus Attributes:

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

Content Limits:

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

Format:

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

Distractor Domain:

- Distractors may reflect incorrect literal understanding of phrases, sentences, and/or wording found in the selection.

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Oklahoma C^3 3.1b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: B

From "The Nurse Who Taught the Doctors"

Kenny's treatment of polio was different from most doctors' because she

A suggested bed rest.

B used moist heat and exercise.

C taught patients how to walk again.

D used braces to straighten the legs of the patients.

Depth of Knowledge: 1
Correct Answer: C

From "The Nurse Who Taught the Doctors"

Kenny opened her first medical institute in

A the Australian bush.

B a large Australian city.

C Minneapolis, Minnesota.

D Townsville, Queensland.

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Depth of Knowledge: 1
Correct Answer: D

From "Piper"

What is unusual about the eyes of a sea horse?

A They have poor vision.

B Each eye is a different color.

C Their eyes are too large for their heads.

D Each eye can move in a different direction.

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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:**

1. Literal Understanding

   c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.

Item Specifications:

Emphasis:

- Recognize the main idea and key concepts from a text and identify supporting details.

Stimulus Attributes:

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

Content Limits:

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

Format:

- Items assessing key concept(s) or main idea ask the student to select the statement best representing the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are used as appropriate for narrative, functional, or informational texts.
- Students will identify relevant supporting details versus irrelevant information.

Distractor Domain:

- Incorrect answer choices (distractors) are statements that do not represent key concepts from the text.
- Distractors may include details that are irrelevant to the key concept or main idea and/or related information that is not included in the text.

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Oklahoma C^3 3.1c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Piper"

In paragraph 1, what does Piper want to do?

A explore the world
B sway in the current
C swim through the shadows
D hide from the bright sunlight

Depth of Knowledge: 2
Correct Answer: D

From "Sister Shock"

What is the main idea of lines 18-24?

A The family watches many television shows.
B The narrator no longer goes by a nickname.
C The narrator is excited about the new baby.
D The new baby is getting a lot of attention.

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Depth of Knowledge: 2
Correct Answer: A

From "The Nurse Who Taught the Doctors"

Paragraph 6 is <u>mainly</u> about

A Kenny's new method for treating polio.

B six children who also got polio.

C exercises to strengthen the legs.

D Kenny's first job as a nurse.

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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:**

1. Literal Understanding

   d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

Item Specifications:

Emphasis:

- Recognize the progression of ideas in a text, such as compare/contrast, cause/effect, problem/solution, sequential order, and chronological order.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items assess key concepts, both stated and implied.
- Items that assess compare/contrast require the student to recognize similarities and differences in point of view on a given topic or compare and contrast actions or motives.
- Items that assess cause/effect require the student to recognize what precipitated a given event or action; given a stated or implied cause, the student selects the effect; given a stated or implied effect, the student selects a cause.
- Items that assess problem/solution require the student to identify either a problem or an actual or plausible solution either explicitly stated in the text or that can logically be inferred from the text.
- Items that assess sequential and/or chronological order require the student to use author's cues such as last, then, after, and next for sequencing events and actions.

Distractor Domain:

- Incorrect answer choices (distractors) are illogical comparisons, causes, problems, or sequences based upon information stated or implied in the text

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Oklahoma C^3 3.1d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

The narrator in this poem covers the seeds in order

A to hide them.

B to save them.

C to water them.

D to protect them.

Depth of Knowledge: 2
Correct Answer: C

From "The Nurse Who Taught the Doctors"

Elizabeth Kenny first learned about medicine from

A attending nursing school.

B her experiences during World War I.

C reading books given to her by a doctor.

D her experiences in the bush country of Australia.

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Depth of Knowledge: 1
Correct Answer: A

From "The Nurse Who Taught the Doctors"

What did Kenny do <u>after</u> she dipped wool strips in warm water?

A She wrapped the wool strips around the patient's leg.

B She had the patient hold the wool strips in place.

C She put a special medicine on the wool strip.

D She cut the wool strip to fit the child's leg.

Depth of Knowledge: 2
Correct Answer: A

From "A New Kind of Guard"

Farmers and ranchers are beginning to use llamas

A to keep wild animals away from the herd.

B to find animals that have become lost.

C to help calm sheep and other animals.

D to help herd cattle and other animals.

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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. Apply prior knowledge and experience to make inferences and respond to new information presented in text.

   b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

Item Specifications:

Emphasis:

- Draw conclusions from evidence in text.
- Make inferences based on experiences and evidence in text.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

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

Distractor Domain:

- Incorrect answer choices (distractors) 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 "A New Kind of Guard"

After reading paragraphs 5 and 6, which is a reasonable prediction that can be made?

A Llamas will become a favorite pet of Americans.

B Ranchers will begin using llamas more often as guards.

C The association for llamas will no longer need to rescue llamas.

D The wolf and coyote population in the West will begin to increase.

Depth of Knowledge: 2
Correct Answer: B

From "Carl's Problem"

What will Tim most likely do later?

A join the soccer team

B try out for other plays

C teach his friend how to spell

D study hard to make good grades

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Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

Diego's grandfather took him to El Rosario

A to teach him how to live in the forest.

B to let him get some rest before he has to perform.

C to let him practice his violin where no one could bother him.

D to show him how important sharing something beautiful can be.

Depth of Knowledge: 2
Correct Answer: A

From "Sister Shock"

What is the narrator <u>most likely</u> to do in the future?

A help care for Anna

B feel jealous of Anna

C play with her friends

D watch television alone

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Oklahoma C^3 3.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "A New Kind of Guard"

In paragraph 4, when Dan Goodyear states that llamas make natural guards, he means they make good

A protectors.

B house pets.

C pack animals.

D clothing fibers.

Depth of Knowledge: 2
Correct Answer: A

From "A New Kind of Guard"

All of these are reasons to use llamas as ranch guards <u>except</u> they

A are expensive to feed.

B can be used for their fur.

C make excellent family pets.

D scare off wolves and coyotes.

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Depth of Knowledge: 2
Correct Answer: B

From "Sister Shock"

How does the narrator feel at the end of the poem?

A anxious

B content

C amused

D concerned

Depth of Knowledge: 2
Correct Answer: A

From "The Nurse Who Taught the Doctors"

The reader can tell that Kenny's treatment of polio was successful because

A people from many countries went to her for help.

B development of a drug preventing polio occurred.

C doctors from around the world began using her methods.

D supporters suggested she be honored for inventing the treatment.

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Depth of Knowledge: 2
Correct Answer: C

From "Piper"

If another paragraph were added to the passage, it would <u>most likely</u> tell about

A how sea horses are sometimes used as medicine.

B how pollution is endangering sea horses.

C other animals living on the coral reef.

D the eating habits of other animals.

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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

   c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).

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

Item Specifications:

Emphasis:

- Describe elements of character development.
- 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 concepts of character development, make logical connections between characters and importance of characters' actions, motives, and appearance to plot and theme.

Distractor Domain:

- Incorrect answer choices (distractors) 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 3.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "A New Garden"

Which conclusion can be made about José?

A He is not interested in working very hard.

B He does not like unattractive pieces of land.

C He enjoys eating many different kinds of food.

D He likes to volunteer at the community center.

Depth of Knowledge: 2
Correct Answer: B

From "Carl's Problem"

How does Tim change in "Carl's Problem"?

A He develops more confidence.

B He finds a new talent in acting.

C He quits entering spelling contests.

D He becomes better friends with his sister.

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Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

How does Diego's attitude change when he sees the butterflies?

A He decides to return to the city at once and play in the symphony.

B He recognizes that butterflies have a more difficult life than he does.

C He knows that his grandfather is always right about butterflies.

D He realizes that it is important to share his music with others.

Depth of Knowledge: 2
Correct Answer: D

From "Carl's Problem"

Carl felt bad about winning the spelling bee because he

A made his sister angry.

B disappointed his teacher.

C saw the winning word on a poster.

D spelled the words better than his friend.

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Oklahoma C^3 3.2d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "A New Garden"

Which word best describes how José feels at the beginning of the passage?

A puzzled

B amused

C excited

D bothered

Depth of Knowledge: 2
Correct Answer: C

From "Flying Blossoms"

Which statement best describes the conflict that Diego faces?

A He is in conflict with what the orchestra expects of him.

B He is in conflict with his grandfather and father.

C He must struggle with his own fears.

D He must struggle against nature.

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Depth of Knowledge: 2
Correct Answer: D

From "Carl's Problem"

Which word <u>best</u> describes how Carl feels at the end of the passage?

A concerned

B surprised

C puzzled

D pleased

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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:**

3. Summary and Generalization

   a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.

Item Specifications:

Emphasis:

- Summarize an entire selection.
- Paraphrase text by understanding the main idea and supporting details.

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 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 raised/presented by the author.
- A variety of questions are used as appropriate for narrative, functional, and informational texts.

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.

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Oklahoma C^3 3.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "A New Kind of Guard"

What is the main idea of this passage?

A Llamas make excellent pets.

B Llamas dislike coyotes or wolves.

C Llamas are often used as guards on some American ranches.

D Llamas almost disappeared when the Spanish brought horses.

Depth of Knowledge: 2
Correct Answer: A

From "The Nurse Who Taught the Doctors"

This passage is mainly about a

A woman who wanted to help children with a terrible disease.

B serious disease that became a problem around the world.

C severe disease that often affected people suddenly.

D woman who taught doctors how to treat a disease.

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Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

Which is the <u>best</u> summary of this passage?

A Diego finds the beauty of the butterflies in El Rosario.

B Diego plays his violin at a symphony in Mexico City.

C Diego stays at home dreaming of his trip with his grandfather.

D Diego discovers the importance of his music on a trip with his grandfather.

Depth of Knowledge: 2
Correct Answer: D

From "Sister Shock"

Which is another good title for this poem?

A "Rules for Little Sisters"

B "Basketball for Two"

C "Goofy Grown Ups"

D "Being a Big Sister"

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Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

Which would be the <u>best</u> title for this passage?

A "Llamas Move to the High Mountains"

B "Llamas on Patrol at Western Ranches"

C "The Battle Between Wolves and Llamas"

D "Advice and Tips for Spinning Llama Fur"

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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:**

3. Summary and Generalization

   b. Make generalizations with information gleaned from text.

Item Specifications:

Emphasis:

- Make generalizations using information gathered from the text.
- Recognize themes, lessons, and morals within a 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 make generalizations that best represent the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are used as appropriate for narrative, functional, or informational texts.
- Given a piece of informational text and a statement of the key concept(s) or main idea, the student is asked to generalize the relevant detail(s) that support or define the idea, issue, or problem.

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.

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Oklahoma C^3 3.3b Sample Test Items:

Depth of Knowledge: 3
Correct Answer: A

From "Flying Blossoms"

Which best states the theme of the passage?

A Sharing beauty with others will bring pleasure.

B Fear can be overcome with hard work.

C Great beauty can be found in nature.

D Helping others is satisfying.

Depth of Knowledge: 3
Correct Answer: C

From "Sister Shock"

Which statement can be made based on the passage?

A Being the oldest child is fun.

B Sisters always get along great.

C Adjusting to change takes time.

D Everyone thinks babies are cute.

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Depth of Knowledge: 2
Correct Answer: D

From "Animal Families"

Which detail from the passage shows that family groups can exist because of cooperation?

A When the leaders of the pack need to hunt for food, the pups are left in the den.

B The mother will raise her young until it is old enough to be with the rest of the pride.

C Then they share the food with the cubs.

D If a calf needs comforting, the nearest adult will take care of it.

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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:**

3. Summary and Generalization

   c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.

Item Specifications:

Emphasis:

- Identify ideas that support important aspects of 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 idea or key concept/main idea (stated or implied).

Format:

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

Distractor Domain:

- Incorrect answer choices (distractors) are statements from the text(s) that do not represent relevant ideas, arguments, or issues based on implied information from the text(s).
- Distractors may 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 3.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

In supporting the idea of using llamas as guards, which detail would be least important to include?

A The country has an increasing number of llama farms.

B Ranchers are interested in using llamas as guards.

C Llamas are generally helpful creatures.

D Llamas are related to camels.

Depth of Knowledge: 2
Correct Answer: C

From "Flying Blossoms"

Which sentence from the passage shows that Diego's father was familiar with the flying blossoms?

A One morning Diego's father packed an enormous basket of food and folded two blankets on top of the basket.

B "You are going to El Rosario with your grandfather."

C However, his father and grandfather just looked at each other and smiled secretively.

D "We will sleep under the trees tonight," said Grandfather.

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Depth of Knowledge: 2
Correct Answer: C

From "A New Kind of Guard"

Which sentence from the passage <u>best</u> supports the argument that llamas are naturally protective?

A The coyote silently sneaks around the western sheep farm.

B They could only be found in the highest mountains.

C Bravely, the llama places itself between the herd he is protecting and the threat.

D Other people use llamas as pack animals to carry things.

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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:**

3. Summary and Generalization

   d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

Item Specifications:

Emphasis:

- Apply knowledge of reading strategies to organize text (timeline, outlining, and graphic organizer).

Stimulus Attributes:

- Test items may include phrases, sentences, wording from the selection, timeline, outline, graphic organizer and/or illustration related to selection.

Content Limits:

- Narrative and expository texts are used.

Format:

- Items require the student to demonstrate an understanding of reading as a process and utilize strategies for constructing meaning dependent on the text type and purpose for reading.
- Given an incomplete outline, web, standard, or map, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word, sentence, fact, idea, or characteristic that is most/least important to a summary of the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, boldface print, maps, graphs, etc.).

Distractor Domain:

- Incorrect answer choices (distractors) include, but are not limited to, plausible but ineffective strategies for a particular text.
- Distractors may reflect extraneous or irrelevant information from the text or implied by the text.

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Oklahoma C^3 3.3.d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

What would be a good subtopic in an outline of this passage?

A Llamas in the mountains

B Llamas' reactions to threats

C Joining the Llama Association of North America

D Dan Goodyear's llama farm in Pennsylvania

Depth of Knowledge: 2
Correct Answer: C

From "American Families"

Which phrase would be the best subtopic in an outline of "Animal Families"?

A Female wolves and cubs

B Animals and their young

C Non-hunting female lions

D Humans and baby-sitting

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Depth of Knowledge: 2
Correct Answer: A

From "Flying Blossoms"

Setting: Diego's home/El Rosario, Mexico

Major Characters: Diego, Diego's grandfather

Event 1: Diego does not want to play with the symphony.

Event 2: Diego and his grandfather plan to visit El Rosario.

Event 3: Diego's father makes the preparations.

Event 4: **?**

Event 5: Diego sees the flying blossoms.

Which event belongs in Event 4 of this story map?

A Diego and his grandfather walk several days to get to the dense forest.

B Diego and his grandfather stay and watch the butterflies.

C Diego insists that flowers cannot fly.

D Diego smiles with joy.

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Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

Read this part of an outline of the passage.

A History of Llamas
1. first used in South America
2. affected by arrival of horses

B Llama's Reaction to Wolves and Coyotes
1. changes posture
2. gives a cry of alarm
3. **?**

Which detail belongs in the outline?

A lives in mountainous areas

B stalks animals in the herd

C looks similar to a camel

D charges the hunter

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Depth of Knowledge: 2
Correct Answer: A

From "Carl's Problem"

The boxes show events in the order that they happened in the story.

Emily asks Carl what is wrong.	⇨	Carl convinces Tim to try out for the school play.	⇨	

Which belongs in the empty box?

A Emily encourages Tim.

B Carl wins the spelling bee.

C Carl feels bad for his friend.

D Emily gets home from school.

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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:**

4. Analysis and Evaluation

   a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.

Item Specifications:

Emphasis:

- Use knowledge about genre characteristics as a tool to comprehending various types of texts.

Stimulus Attributes:

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

Content Limits:

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

Format:

- Items require students to identify the characteristics of certain literary forms as portrayed in the selection presented.

Distractor Domain:

- Incorrect answer choices (distractors) 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 3.4.a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "A New Garden"

Which characteristic of fiction is in "A New Garden"?

A illustrations

B dialogue

C rhythm

D rhyme

Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

"A New Kind of Guard" is nonfiction because it

A contains dialogue.

B provides factual information.

C includes a plot and characters.

D takes place in a specific setting.

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Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

The reader can tell that "Simple Seeds" is a poem because

A it is short.

B there is punctuation.

C it is written in sentences.

D the lines follow a pattern.

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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:**

4. Analysis and Evaluation

   b. Identify the main problem or conflict of the plot and explain how it is resolved.

Item Specifications:

Emphasis:

- Identify the conflict and explain how it is resolved.

Stimulus Attributes:

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

Content Limits:

- Narrative texts are used.

Format:

- Given a piece of narrative text and a statement of the main problem or conflict of the plot, the student is asked to select the relevant detail(s) that support or define the problem.
- Students are given examples of items assessing the identification of the main problem or conflict of the plot.
- Students are given examples of items assessing the identification of the resolution of the conflict.

Distractor Domain:

- Incorrect answer choices (distractors) include details that are irrelevant to the main problem or conflict of the plot and/or related information that is not included in the text.

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Oklahoma C^3 3.4b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "A New Garden"

Why will Mrs. Stevens be happy with the garden that Lena and José plant?

A She likes to eat fresh vegetables, so she will take the food home with her.

B She likes to work in gardens and is happy to have the volunteers help.

C They will work together, and it will be less expensive.

D They will plant vegetables that she likes to eat.

Depth of Knowledge: 2
Correct Answer: C

From "Flying Blossoms"

Why is Diego unhappy?

A He is tired of playing his violin.

B He has an argument with his grandfather.

C He is afraid to play in front of large groups.

D He is disappointed about going on his journey.

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Depth of Knowledge: 2
Correct Answer: B

From "Carl's Problem"

How does Carl's sister help to solve his conflict?

A She laughs at him.

B She gives him an idea.

C She suggests the boys help each other study.

D She signs him up for another spelling contest.

Depth of Knowledge: 2
Correct Answer: A

From "Sister Shock"

The mother's words in lines 32-34 have what effect on the narrator?

A encourages the narrator

B confuses the narrator

C amuses the narrator

D angers the narrator

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Depth of Knowledge: 2
Correct Answer: C

From "Sister Shock"

What is the <u>main</u> problem in this poem?

A A new baby upsets the whole house.

B A new baby must adapt to her family.

C A girl is jealous of her new baby sister.

D A girl is afraid to take care of her sister.

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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:**

4. Analysis and Evaluation

   c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Item Specifications:

Emphasis:

- Use story structure as a tool for comprehension and contrasting the characters to the plot or theme.

Stimulus Attributes:

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

Content Limits:

- Narrative texts that can be mapped are used, including realistic fiction, adventure stories, mysteries, historical fiction, and tall tales.
- The selection may contain one or more of the following elements:
  a. The setting: the location(s) and time(s) of the story
  b. Characters: the people, animals, or personified objects in the story
  c. Goal: what the main character and/or author is trying to achieve
  d. Conflict: the central tension that drives the story
  e. Major events of the 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

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 about the characters in relation to the plot or theme based on the text.
- 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 that focus on the plot (problem/solution or goal/resolution) require the student to make inferences about the actions, motives, and appearances of characters.
- Items that focus on characters or their actions require the student to evaluate explicit or implicit information in the story.

Distractor Domain:

- Incorrect answer choices (distractors) reflect a misunderstanding of explicit information in the story and/or an irrelevant or unsubstantiated evaluation of explicit or implicit information in the selection.

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Oklahoma C^3 3.4c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "A New Garden"

Why is José's brother important to the passage?

A He teaches José that tomatoes are good.

B He helps José and Lena work in the garden.

C He encourages José to change something he does not like.

D He persuades Mrs. Stevens to let José and Lena build the garden.

Depth of Knowledge: 2
Correct Answer: B

From "Flying Blossoms"

How is the grandfather's attitude different from Diego's at the beginning?

A He wants Diego to become a famous violinist.

B He recognizes the importance of Diego's talent.

C He is eager to go and see El Rosario's butterflies.

D He is worried about making the trip to Mexico City.

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Depth of Knowledge: 2
Correct Answer: C

From "Carl's Problem"

How is Emily important in this passage?

A She wants Carl to be proud of himself for winning.

B She wants Carl to be a better actor than his friends.

C She has an idea about how to make Carl feel better.

D She helps Carl get a part in a special program.

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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:**

4. Analysis and Evaluation

   d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.

Item Specifications:

Emphasis:

- Analyze text to make observations, connections, interpretations, etc.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Given a piece of text and a statement of the key concept(s) or main idea, the student is asked to select the relevant detail(s) that support or define the idea, issue, or problem.
- Students are given examples of items assessing the identification of relevant supporting details versus irrelevant information.

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.

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Oklahoma C^3 3.4d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Animal Families"

Which detail could be added as support in "Animal Families"?

A In Africa a newborn animal can keep up with the herd within a day.

B Animals that live in herds sometimes post a guard to warn them of danger.

C Many animals get food by working as a team and hunting together in packs.

D Some animals in Africa have certain members that watch and train the young.

Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

Why are the butterflies called "flying blossoms"?

A They fly through the sky in great clouds.

B They are the same color as many of the flowers.

C Their wings are the same shape as flower petals.

D Their orange wings move like flower petals in a breeze.

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Depth of Knowledge: 3
Correct Answer: C

From "Sister Shock"

The author of this poem would <u>most likely</u> agree with which statement?

A Young babies are usually hard to please.

B Parents favor older children over babies.

C Adjusting to a new sibling can take time.

D Sharing toys with a sibling can be difficult.

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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:**

4. Analysis and Evaluation

   e. Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order).

Item Specifications:

Emphasis:

- Identify structural patterns including compare/contrast, cause/effect, problem/solution, and sequential order.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items assess key concepts, both stated and implied.
- Items that assess compare/contrast require the student to recognize similarities and differences in point of view on a given topic or compare and contrast actions or motives.
- Items that assess cause/effect require the student to recognize what precipitated a given event or action; given a stated or implied cause, the student selects the effect; given a stated or implied effect, the student selects a cause.
- Items that assess problem/solution require the student to identify either a problem or an actual or plausible solution either explicitly stated in the text or that can logically be inferred from the text.
- Items that assess sequential order require the student to use author's cues such as *last*, *then*, *after*, and *next* for sequencing events and actions.

Distractor Domain:

- Incorrect answer choices (distractors) are illogical comparisons, causes, problems, or sequences based upon information stated or implied in the text.

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Oklahoma C^3 3.4e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "The Nurse Who Taught the Doctors"

The author organizes information in "The Nurse Who Taught the Doctors" by

A presenting a solution to a problem.

B supporting a main idea with details.

C describing events in the order they occurred.

D comparing two different medical treatments.

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

Which structural pattern does the author use in "A New Kind of Guard"?

A comparison

B cause/effect

C sequential order

D problem/solution

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Depth of Knowledge: 2
Correct Answer: A

From "Animal Families"

Which organizational strategy does the author use in "Animal Families"?

A comparison

B cause and effect

C chronological order

D order of importance

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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:**

4. Analysis and Evaluation

   f. Distinguish among facts/inferences supported by evidence and opinions in text.

Item Specifications:

Emphasis:

- Distinguish among facts and inferences supported by evidence and opinions.

Stimulus Attributes:

- Test items may include charts, tables, 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 and make logical connections between facts and inferences based on evidence and opinions.

Distractor Domain:

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

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Oklahoma C^3 3.4f Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Carl's Problem"

Which statement is an opinion?

A Carl paced around the room with his shoulders slumped.

B "Mr. Beck is having tryouts tomorrow for the school play."

C "That is a fantastic idea, Emily."

D Tim grinned from ear to ear, and so did Carl.

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

Which statement from "A New Kind of Guard" is a fact?

A He spots a delicious dinner waiting for him beyond the fence.

B It sounds like a creaky door.

C Farmers are thrilled with their new guard llamas.

D Farmers are not losing as many animals as they once did.

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Depth of Knowledge: 2
Correct Answer: A

From "Flying Blossoms"

Which sentence from the passage is a fact?

A "I am thinking about the symphony."

B "I have nothing special to offer."

C "You bring beauty into the world."

D "What a magnificent sight!"

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

***Oklahoma C³* Objective:**

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

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

   b. Read and construct meaning from a variety of genres.

   c. Demonstrate an understanding of similarities and differences within and among literary works of various genres and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).

Item Specifications:

Emphasis:

- Identify characteristics of various literary forms.
- Comprehend text from various genres.
- Identify similarities and differences of setting, characters, and events among texts in various genres.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require students to analyze the characteristics of certain literary forms as portrayed in the selection presented.
- Items require students to comprehend text from various genres.
- Items require students to compare/contrast literary elements in different genres.

Distractor Domain:

- Incorrect answer choices (distractors) include illogical or unsubstantiated information related to the text or forms of literature other than that of the selection being used.

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Oklahoma C^3 4.1a Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

From "The Nurse Who Taught the Doctors"

"The Nurse Who Taught the Doctors" is an example of which kind of literature?

A historical fiction

B realistic fiction

C autobiography

D biography

Depth of Knowledge: 1
Correct Answer: B

From "Flying Blossoms"

"Flying Blossoms" is an example of which kind of literature?

A autobiography

B realistic fiction

C modern fantasy

D historical fiction

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Depth of Knowledge: 2
Correct Answer: A

From "Sister Shock"

Which book would <u>most likely</u> contain the poem "Sister Shock"?

A *Poetry for Teens*

B *Limericks for Fun*

C *How to Write Poetry*

D *Rhymes for Little Ones*

Depth of Knowledge: 1
Correct Answer: D

From "Animal Families"

Which type of literature is "Animal Families"?

A myth

B fable

C biography

D informational

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Oklahoma C[3] 4.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "The Nurse Who Taught the Doctors"

Doctors were unwilling to accept Kenny's methods because

A Kenny was not trained as a doctor.

B their methods worked as well as hers did.

C Kenny did not treat many patients with polio.

D the doctors had worked with polio patients for a long time.

Depth of Knowledge: 2
Correct Answer: B

From "Carl's Problem"

What did Mr. Beck mean when he called Tim "a natural born actor"?

A Tim made fun of others.

B Tim had a special talent.

C Tim was acting very silly.

D Tim should try out for sports.

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Depth of Knowledge: 2
Correct Answer: A

From "Flying Blossoms"

Why will Diego think about the flying blossoms if he gets nervous?

A to help him relax

B to please his grandfather

C to forget about his concert

D to help him play more softly

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Oklahoma C^3 4.1c Sample Test Items:

Depth of Knowledge: 3
Correct Answer: D

From "Carl's Problem" and "The Nurse Who Taught the Doctors"

Carl and Elizabeth Kenny are alike because both

A like to play sports.

B have the same interests.

C enjoy living in a small town.

D are determined to help others.

Depth of Knowledge: 3
Correct Answer: D

From "Flying Blossoms" and "Simple Seeds"

Which idea do "Flying Blossoms" and "Simple Seeds" have in common?

A Flowers and butterflies go well together.

B It is important to plant a garden.

C There is beauty in music.

D There is beauty in nature.

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Depth of Knowledge: 3
Correct Answer: C

From "Flying Blossoms" and "Carl's Problem"

Grandfather and Emily are alike because both

A are hard workers.

B like to work outside.

C find the good in others.

D enjoy having a lot of fun.

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast 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. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).

Item Specifications:

Emphasis:

- Analyze literary elements of fiction to comprehend text, including setting, characters, goal, plot, conflict, resolution, and theme to comprehend text.
- Understand structural patterns in nonfiction texts.

Stimulus Attributes:

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

Content Limits:

- Narrative texts that can be mapped are used, including realistic fiction, adventure stories, mysteries, historical fiction, and tall tales.
- The selection may contain one or more of the following elements:
  a. The setting: the location(s) and time(s) of the story
  b. Characters: the people, animals, or personified objects in the story
  c. Goal: what the main character and/or author is trying to achieve
  d. Conflict: the central tension that drives the story
  e. Major events of the 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 and expository texts are used.

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 ask the student to complete an incomplete story map, story web, story frame, or character map.
- Items that focus on the plot (problem/solution or goal/resolution) require the student to make inferences.
- Items that focus on characters or their actions require the student to evaluate explicit or implicit information in the story.
- Items assess comparison/contrast, cause/effect, and sequential order.
- Items assess key concepts, both stated and implied.

Distractor Domain:

- Incorrect answer choices (distractors) reflect a misunderstanding of explicit information in the story and/or an irrelevant or unsubstantiated evaluation of information in the selection.
- Distractors are illogical comparisons, causes, problems, or sequences, based upon information stated or implied in the text.

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Oklahoma C^3 4.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "A New Garden"

How did José convince Lena to help with the garden project?

A He took some fresh tomatoes to her.

B He included her in planning the project.

C He had his older brother ask her to help.

D He asked her to find some seeds to plant.

Depth of Knowledge: 3
Correct Answer: C

From "A New Garden"

Which conclusion best reflects the theme?

A Hard work does not always have a reward.

B Some things do not take a lot of time.

C Working together has many benefits.

D Great ideas happen all the time.

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Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

The poem's main idea can be found in lines

A 3 and 4.

B 6 and 7.

C 11 and 12.

D 16 and 17.

Depth of Knowledge: 3
Correct Answer: C

From "Simple Seeds"

Which <u>best</u> states the theme of this poem?

A Seeds are a link to the past and the future.

B Children are like seeds planted in a garden.

C Wonderful things happen with time and patience.

D The mysteries of the world are seen in tiny plants.

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Depth of Knowledge: 3
Correct Answer: B

From "Carl's Problem"

Which conclusion <u>best</u> states the theme?

A Everybody feels bad once in a while.

B Helping a friend gain confidence is rewarding.

C Big sisters often know a great deal of information.

D Being good at sports is not important to everyone.

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast 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.

   b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.

Item Specifications:

Emphasis:

- Understand similarities and differences between texts to demonstrate comprehension.

Stimulus Attributes:

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

Content Limits:

- Poetry, narrative, expository, and functional texts are used.
- The selections must contain sufficient information to identify connections (e.g., cause and effect) within texts.
- Selections are paired to give opportunities to make connections between texts (e.g., comparison/contrast).

Format:

- Items assess key concepts, both stated and implied, found in both selections.

Distractor Domain:

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

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Oklahoma C^3 4.2b Sample Test Items:

Depth of Knowledge: 3
Correct Answer: D

From "Animal Families" and "A New Garden"

What is the main idea of "Animal Families" and "A New Garden"?

A Nature is enjoyable to look at.

B Ideas come from many places.

C Watching the young is necessary.

D Working together gets things done.

Depth of Knowledge: 3
Correct Answer: B

From "A New Kind of Guard" and "Piper"

Both "A New Kind of Guard" and "Piper" describe mainly

A animals' homes.

B animals' special traits.

C how animals help people.

D how animals are protected.

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Depth of Knowledge: 3
Correct Answer: B

From "Simple Seeds" and "A New Garden"

Which idea is mentioned at the end of <u>both</u> "Simple Seeds" and "A New Garden"?

A attention to detail

B enjoyment of nature

C rewarding one another

D doing something alone

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast 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.

   c. Identify the author's purpose (persuade, inform, or entertain).

   d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.

Item Specifications:

Emphasis:

- Identify the author's purpose: persuade, entertain, and inform.
- Identify the author's opinion as differentiated from a fact or detail from text.
- Identify the author's point of view: supports issue/problem, opposes issue/problem, or presents both sides (neutral).

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require the student to form judgments about the author's point of view and purpose from information provided in the text.
- Items assessing the author's purpose for writing a piece of functional text ask students to determine how the author supports/opposes an issue or a problem whether explicitly or implicitly stated.

Distractor Domain:

- In items assessing the purpose of a piece of functional text, incorrect answer choices (distractors) reflect realistic yet incorrect purposes for the given text or a portion of it.
- In items assessing author's point of view, distractors represent misinterpretation of the author's point of view.
- In items assessing the author's purpose, distractors reflect realistic yet inappropriate purposes based on the text.

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Oklahoma C^3 4.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

The author's purpose in writing this poem was

A to persuade the reader to plant seeds.

B to persuade the reader to eat vegetables.

C to inform the reader how to grow vegetables.

D to entertain the reader with thoughts about seeds.

Depth of Knowledge: 2
Correct Answer: A

From "Animal Families"

The author's purpose in writing this passage was

A to inform the reader about animals.

B to persuade the reader to raise an animal.

C to entertain the reader with a story about animals.

D to persuade the reader to protect a favorite animal.

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Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossoms"

What was the author's purpose in writing this passage?

A to inform the reader about hiking

B to persuade the reader not to travel alone

C to persuade the reader not to catch butterflies

D to entertain the reader with a story about family

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Oklahoma C^3 4.2d Sample Test Items:

Depth of Knowledge: 3
Correct Answer: D

From "Simple Seeds"

What can the reader conclude about the author of this poem?

A She is an eager and energetic person.

B She loves flowers and will grow a lovely garden.

C She spends too much time outside with her plants.

D She sees the possibility for greatness in ordinary things.

Depth of Knowledge: 3
Correct Answer: C

From "Carl's Problem"

Which best expresses the author's point of view?

A Some events can make a person feel uncomfortable.

B People should work together to reach their goals.

C Everyone is good at something.

D Success is unimportant.

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Depth of Knowledge: 2
Correct Answer: B

From "Flying Blossoms"

Which sentence <u>best</u> expresses the author's point of view?

A Questions are sometimes better left unanswered.

B Sharing beauty with others brings pleasure.

C Never be afraid of trying something new.

D Everyone has some type of talent.

Depth of Knowledge: 1
Correct Answer: C

From "A New Garden"

From which point of view is "A New Garden" told?

A first person by José

B first person by Lena

C third person by a narrator

D third person by the mother

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Depth of Knowledge: 3
Correct Answer: A

From "Sister Shock"

What effect does the first person point of view have on the reader?

A It helps the reader experience the older sister's emotions.

B It shows the reader what each family member is thinking.

C It keeps the reader involved with the mother's feelings.

D It teaches the reader what being a little sister is like.

Depth of Knowledge: 3
Correct Answer: C

From "Piper"

Why does the author tell this passage from Piper's point of view?

A to show that a seahorse is a real animal

B to understand the life cycle on a coral reef

C to make learning about sea horses more interesting

D to explain the environmental problems on a coral reef

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

***Oklahoma C³* Objective:**

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

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

Item Specifications:

Emphasis:

- Interpret poetry and recognize its characteristics such as: rhyme, no rhyme, rhythm, and alliteration.

Stimulus Attributes:

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

Content Limits:

- The selection must contain sufficient information for the reader to identify and interpret the poetry by its characteristics.

Format:

- Items focus on words and rhythmic patterns from the literary selection that are true to the genre.

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.

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Oklahoma C^3 4.3a Sample Items:

Depth of Knowledge: 2
Correct Answer: C

From "Simple Seeds"

What words in this poem are an example of alliteration?

A spring's cool rains

B vines, stems, and blooms

C mysterious and marvelous

D cared for gently, watched quietly

Depth of Knowledge: 1
Correct Answer: A

From "Sister Shock"

The line "But the grown ups get all goofy and giggly" is an example of which literary device?

A alliteration

B repetition

C metaphor

D rhyme

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Depth of Knowledge: 2
Correct Answer: B

From "Sister Shock"

Which line from the poem uses alliteration?

A line 2

B line 22

C line 45

D line 53

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

***Oklahoma C³* Objective:**

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

   b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idiom.

      Example: Simile – a comparison that uses *like* or *as*

      Example: Metaphor – an implied comparison

      Example: Hyperbole – an exaggeration for effect

      Example: Personification – a description that represents a thing as a person

      Example: Idiom – an expression that does not mean what it literally says

   c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

      Symbolism: the use of an object to represent something else; for example,
      adove might symbolize peace.

      Imagery: the use of language to create vivid pictures in the reader's mind.

      Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

Item Specifications:

Emphasis:

- Construct meaning from figurative language.
- Identify and interpret author's technique, including use of simile, metaphor, hyperbole, personification, idiom, symbolism, and imagery.

Stimulus Attributes:

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

Content Limits:

- Poetry, narrative and expository texts that include the use of figurative language (specifically, simile, metaphor, personification, dialect, and idioms) are used.

Format:

- Items require the student to show an understanding of the author's technique by selecting the meaning which best conveys understanding of the target word or phrase based on the context.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but illogical and inaccurate interpretations of the figurative language based on context or literal interpretations of figurative language.

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Oklahoma C^3 4.3b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: A

From "Sister Shock"

Line 47 contains an example of which literary device?

A simile

B symbolism

C onomatopoeia

D personification

Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

Which is an example of a simile used in this passage?

A He spots a delicious dinner waiting for him beyond the fence.

B … just as he is about to jump across the fence, a strange noise fills the air.

C … a four-footed animal related to camels.

D It sounds like a rusty hinge on an old door.

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Depth of Knowledge: 1
Correct Answer: D

From "Flying Blossoms"

Sunlight slipped through the fir trees and splashed light on the orange blossoms covering the tree limbs.

This sentence from the passage is an example of which type of figurative language?

A idiom

B metaphor

C hyperbole

D personification

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Oklahoma C^3 4.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "A New Kind of Guard"

Which represents the use of vivid imagery in the passage?

A . . . slowly creeps a little closer . . .

B One reason is their use as guards on ranches.

C Nothing seems to frighten them.

D . . . also valuable for their fur . . .

Depth of Knowledge: 2
Correct Answer: C

From "A New Kind of Guard"

In paragraph 1, what does the phrase "delicious dinner" mean?

A chickens

B horses

C sheep

D cows

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Depth of Knowledge: 2
Correct Answer: A

From "Simple Seeds"

Which phrase is an example of imagery?

A cradle of soil

B simple things

C cared for gently

D watched quietly

Depth of Knowledge: 2
Correct Answer: B

From "Sister Shock"

The phrase "like a heating blanket" appeals to the sense of

A smell.

B touch.

C sight.

D taste.

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***Oklahoma C³* Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

***Oklahoma C³* Objective:**

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

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

Item Specifications:

Emphasis:

- Interpret poetry and recognize its characteristics such as: rhyme, unrhymed, shape, and pattern (cinquain, diamante).

Stimulus Attributes:

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

Content Limits:

- The selection must contain sufficient information for the reader to identify and interpret the poetry by its characteristics.

Format:

- Items focus on terms from the literary selection that are true to the genre.
- Items may ask the student to make connections between literal and figurative terminology.
- Items may ask students to identify poetic style.

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.

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Oklahoma C^3 4.3d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

"Simple Seeds" is an example of which type of poetry?

A rhymed

B cinquain

C patterned

D free verse

Depth of Knowledge: 2
Correct Answer: D

From "Simple Seeds"

What does the line "Release the seeds' inner power" mean?

A Seeds are very strong.

B Seeds have tough shells.

C The seeds are mysterious.

D The seeds are going to sprout.

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Depth of Knowledge: 2
Correct Answer: C

From "Sister Shock"

The poetic style of "Sister Shock" is

A cinquain.

B diamante.

C free verse.

D rhymed verse.

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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. Determine and use appropriate sources for accessing information including, dictionaries, thesauruses, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.

   b. Identify and credit the sources used to gain information.

Item Specifications:

Emphasis:

- Use informational resources to access information.

Stimulus Attributes:

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

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 Grade 5 students.
- Correct answers are appropriate for the type of information (e.g., trade books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, magazines, and newspapers).
- Correct answers may be such sources as the Internet, films or places to visit (e.g., historic sites and museums).

Distractor Domain:

- Incorrect answer choices (distractors) are sources familiar to fifth-grade students but not appropriate for the information sought.

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Oklahoma C^3 5.1a Sample Test Items:

Depth of Knowledge: 1
Correct Answer: A

From "A New Kind of Guard"

Which source would give the best information about what a llama looks like?

A encyclopedia

B dictionary

C thesaurus

D novel

Depth of Knowledge: 1
Correct Answer: B

From "Simple Seeds"

Which source would best help a student find more information about how to plant a small garden?

A a dictionary

B an online site

C a picture book

D an encyclopedia

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Depth of Knowledge: 2
Correct Answer: A

From "A New Kind of Guard"

Which section in a science book would give the pages that have <u>more</u> information about llamas?

A index

B glossary

C title page

D chapter headings

Depth of Knowledge: 1
Correct Answer: B

From "Flying Blossoms"

Which source would be <u>best</u> for a student to use to find a synonym for <u>blossom</u>?

A encyclopedia

B thesaurus

C glossary

D almanac

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Oklahoma C^3 5.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

Which book would give more information about where llamas came from?

A *Charlie the Llama*

B *Learning More About Llamas*

C *Llama, Alpaca, and Camel Health*

D *Llama Hiking, Packing, and Trekking*

Depth of Knowledge: 2
Correct Answer: B

From "The Nurse Who Taught the Doctors"

Which book would be the best source of information about Elizabeth Kenny?

A *Women Doctors in the 1800s*

B *Women Pioneers in Medicine*

C *Medicines of the 19th Century*

D *Training Doctors in Australia*

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Depth of Knowledge: 2
Correct Answer: B

From "Animals Families"

Look at the books listed in a bibliography.

1. *Taking Elephant Pictures*
2. *Meet Our Elephant Family at the Zoo*
3. *Ginger and Grandma Elephant*
4. *Elephants Wait at the Water Hole*

Which book would be the <u>best</u> source of additional information about elephants?

A *Taking Elephant Pictures*
B *Meet Our Elephant Family at the Zoo*
C *Ginger and Grandma Elephant*
D *Elephants Wait at the Water Hole*

Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

Which book would have the <u>most</u> information about llamas?

A *Animals of Peru*
B *The Life of a Llama*
C *Spinning Wool for Fun and Profit*
D *How to Operate Your Own Llama Farm*

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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.

   c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).

   d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

   e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

      Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

Item Specifications:

Emphasis:

- Understand text features: format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps.
- Understand reference features of printed text: citations, endnotes, bibliographies.

Stimulus Attributes:

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

Content Limits:

- Poetry, narrative, expository, and functional texts are used.

Format:

- 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 use reference features to find relevant information about a topic.

Distractor Domain:

- Incorrect answer choices (distractors) are sources familiar to fifth-grade students but not appropriate for the information sought.

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Oklahoma C^3 5.1c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

Why does the statement "Llamas like to have a job" have quotation marks around it?

A It is an important sentence.

B It is a direct quote from a person.

C It is the author speaking to the reader.

D It is a sentence from the encyclopedia.

Depth of Knowledge: 2
Correct Answer: B

From "The Nurse Who Taught the Doctors"

In "The Nurse Who Taught the Doctors," why is the word "Sister" in quotation marks?

A It is an emphasis word used in an unusual way.

B It is the name she was called by the doctors.

C It is the name used in a foreign country.

D It shows that the word is used as slang.

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Depth of Knowledge: 2
Correct Answer: D

From "Piper"

In paragraph 6, the word "flew" is in quotation marks because the moth

A flies like a bird.

B flies very quickly.

C is known for its flying.

D only looks like it is flying.

Depth of Knowledge: 2
Correct Answer: D

From "Animal Families"

All sources used by the author when writing "Animal Families" would be listed in alphabetical order using which reference feature?

A citation

B endnotes

C footnotes

D bibliography

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Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

Read the citation that refers to a source used by the author of "A New Kind of Guard."

Goodyear, Dan. Llama Farm. New York: Animal Publishing, 2009.

This citation reveals that information for the passage came from a book titled

A *Goodyear.*

B *Llama Farm.*

C *New York.*

D *Animal.*

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Oklahoma C^3 5.1e Sample Test Item:

Depth of Knowledge: 2
Correct Answer: B

From "A New Kind of Guard"

The author includes a picture of a llama in order

A to show why llamas are helpful.

B to help readers visualize the animal.

C to explain how llamas protect sheep.

D to teach readers to respect unusual animals.

Depth of Knowledge: 2
Correct Answer: B

From "Animal Families"

Which graphic feature would best help a student understand the information in this passage?

A maps showing the locations of the animal families

B a chart explaining the traits of packs, prides, and herds

C pictures illustrating the animal groups working together

D a diagram listing the responsibilities of lions and lionesses

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Depth of Knowledge: 2
Correct Answer: B

From "Animal Families"

If the author added headings to the passage to help the reader identify the family groups discussed, how many headings would be needed?

A 2

B 3

C 4

D 5

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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.

   f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.

Item Specifications:

Emphasis:

- Identify appropriate test taking strategies.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require students to identify appropriate test taking strategies.

Distractor Domain:

- Incorrect answer choices (distractors) are strategies familiar to fifth-grade students but not appropriate for the situation presented.

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Oklahoma C^3 5.1f Sample Test Item:

Depth of Knowledge: 2
Correct Answer: A

From "The Nurse Who Taught the Doctors"

When studying for a test, a good way to remember the important events in Elizabeth Kenny's life would be to

A make a timeline showing her achievements.

B read the article aloud and silently three times.

C copy the first and last paragraphs in your notes.

D underline all of the important dates in the article.

Depth of Knowledge: 2
Correct Answer: D

From "Piper"

Which is the best way for a student to remember what happens to a young seahorse when it leaves its father's pouch?

A Write a summary of each paragraph.

B List the difficult words in the passage.

C Underline the main idea in each paragraph.

D Make a graphic organizer showing events in the passage.

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Depth of Knowledge: 2
Correct Answer: C

From "Animal Families"

When studying for a test, what is the <u>best</u> way to remember specific details about each animal?

A Draw pictures of each animal.

B Read the passage several times.

C Make a chart listing the facts about each animal.

D Rewrite the first and last paragraph of the passage.

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***Oklahoma C³* Standard:**

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

***Oklahoma C³* Objective:**

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

   a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).

   b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint, and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesauruses, and technology/Internet sources).

   c. Develop notes that include important information on a selected topic.

   d. Summarize information from multiple sources into a written report or summary.

   e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

Item Specifications:

Emphasis:

- Use note cards, charts, outlines, and graphs.
- Follow multistep directions.
- Demonstrate basic word processing computer knowledge.
- Summarize information from multiple sources.
- Select a topic and interpret information from a variety of sources.
- Formulate questions related to a selected topic.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

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Format:

- Given an incomplete outline, web, standard, or map, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word or sentence, fact, idea, or characteristic that is most or least important to a summary of the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, boldface print, maps, graphs, etc.).
- Create a simple document using a word processing program on a computer which reflects the ability to use passwords, drop down menus, spell check, thesaurus, and appropriate search techniques on the Internet.
- Given multistep directions of various types, the student will successfully accomplish the required task.

Distractor Domain:

- Incorrect answer choices (distractors) include plausible but ineffective strategies for a particular text.
- Distractors may reflect extraneous or irrelevant information from the text or implied by the text.

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Oklahoma C^3 5.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Carl's Problem"

Read the set of instructions Carl followed before he entered the spelling bee.

How to Study for a Spelling Bee

First, compile several word lists to study. One list should consist of all the winning words from the national spelling bees for the last twenty years. Another list can be downloaded from the Scripps National Spelling Bee homepage. Next, learn word origins. If you don't know how to spell a word, knowing its origin, Greek, Latin or other roots, will help you figure the spelling out. Then, follow a spelling bee practice study course. There are many free online courses from which to choose. Finally, ask a partner to practice with you.

What is the third step Carl most likely did from this set of instructions?

A collected word lists

B studied word origins

C practiced with a partner

D took a free online course

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Depth of Knowledge: 2
Correct Answer: D

From "The Nurse Who Taught the Doctors"

Which would be the third step in writing a report about Elizabeth Kenny?

A write a rough draft copy

B decide what information to include

C go to the library and look for information

D take notes from the sources of information

Depth of Knowledge: 2
Correct Answer: C

From "Piper"

What is the <u>first</u> step when researching sea horses on the Internet?

A evaluate the sources

B read through the list of sources

C choose a key word to fit the topic

D take notes on the located information

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Oklahoma C^3 5.2b Sample Test Item:

Depth of Knowledge: 2
Correct Answer: D

From "The Nurse Who Taught the Doctors"

Which Internet search would most likely give a student information about the main topic of the passage?

A physical therapy

B important doctors

C treatment of polio

D famous female nurses

Depth of Knowledge: 2
Correct Answer: C

From "Piper"

What is one question the author was most likely trying to answer in the passage?

A How fast can a sea horse swim?

B How long does a sea horse live?

C What does a sea horse look like?

D Who is an enemy of a sea horse?

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Depth of Knowledge: 2
Correct Answer: D

From "Flying Blossom"

Which magazine article would <u>most likely</u> give a student <u>more</u> information about the passage?

A "A Journey Far from Home"

B "Mexico City Entertainment"

C "Orange Blossoms in Mexico"

D "Monarch Butterfly Migration"

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Oklahoma C^3 5.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "The Nurse Who Taught the Doctors"

Which information should be included in notes about why Elizabeth Kenny was successful?

A A new medicine was developed which prevented polio.

B Visitors are welcome to tour the Sister Kenny Institute in Minneapolis.

C She worked to educate the medical people who did not believe in her.

D Elizabeth grew up on a farm in Australia and was educated at home.

Depth of Knowledge: 2
Correct Answer: D

From "Piper"

When making notes about sea horses, which would probably be the most important?

A what color coral is

B how sea horses swim

C how tall seaweed can grow

D why sea horses need to hide

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Depth of Knowledge: 2
Correct Answer: D

From "A New Kind of Guard"

If a student wanted to take notes about the effort to rescue llamas, in which paragraph should the student look?

A paragraph 1

B paragraph 3

C paragraph 5

D paragraph 7

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Oklahoma C^3 5.2d Sample Test Item:

Depth of Knowledge: 3
Correct Answer: C

From "The Nurse Who Taught the Doctors"

In 1911, Kenny helped a young girl recover from polio by wrapping her legs with hot, damp rags and having the girl do special exercises.
(Thomas, Henry. Elizabeth Kenny, p. 58)

In 1940, Kenny demonstrated her technique to doctors in the United States, which was suffering through a severe polio epidemic.
(Ostenso, Martha. Biography of Elizabeth Kenny, p. 241)

Which best summarizes the information in these sources?

A In 1940, Kenny traveled to the United States to give doctors a demonstration of the technique for treating polio that she had first developed in 1911.

B Kenny showed doctors her technique by helping a young girl recover from polio by wrapping her legs with hot, damp rags and having the girl do special exercises.

C When a polio epidemic hit the United States in 1940, Kenny showed doctors there her technique for treating the disease with special exercises and hot, damp leg wraps.

D Kenny helped a young girl recover from polio by wrapping her legs with hot, damp rags and having her do special exercises, and she demonstrated this technique to doctors in the United States.

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Oklahoma C^3 5.2e Sample Test Item:

Depth of Knowledge: 1
Correct Answer: B

Which computer tool should be used to find a word with a meaning very similar to that of another word?

A Password

B Thesaurus

C Spell Check

D Word Search

Depth of Knowledge: 1
Correct Answer: D

Which computer tool should be used to find a specific term in a document?

A Password

B Thesaurus

C Spell Check

D Word Search

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Depth of Knowledge: 2
Correct Answer: C

What is a student <u>probably</u> doing to a document when choosing "Insert" from a computer's toolbar?

A checking a thesaurus

B performing a spell check

C adding some information

D removing unnecessary text

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