OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

Reading
Grade 6

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 6

Stimulus Materials 7

General Considerations 7

Considerations for Reading 9

Readability 10

Vocabulary 10

Overview of Item Specifications 11

Reading Passages 18

Sample Test Items by Standard 29

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Purpose

The purpose of the Grade 6 Reading Test is to measure Oklahoma sixth-grade students' level of proficiency. On the test, students are required to respond to a variety of items linked to the sixth 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) • Word Origins (1.2)
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

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 6 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	**8**	**16%**
Words in Context (1.1)	4	
Word Origins (1.2)	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	**14**	**28%**
Literary Genre (4.1)	4	
Literary Elements (4.2)	4-6	
Figurative Language/Sound Devices (4.3)	4-6	
Research and Information	**8**	**16%**
Accessing Information (5.1)	4	
Interpreting Information (5.2)	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, use simple skills and abilities, and to demonstrate basic comprehension of a text. Items require only a shallow understanding of a single word or phrase. Some examples that represent but do not constitute all Level 1 performances are:

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

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

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

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

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

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

Universal Test Design Considerations

Universal design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Core Curriculum Tests, modifications have been made to some items that simplify and clarify instructions, and provide maximum readability, comprehensibility, and legibility. This includes such things as reduction of language load in content areas other than Reading, increased font size, fewer items per page, and boxed items to assist visual focus. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below. These modifications are evident in the sample items included in this document.

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Testing Schedules

At grades 6, 7 and 8, each subject area test is meant to be administered in a separate session. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Grade 6 Mathematics

Test Session	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the Mathematics Test; **no calculators are allowed** during this test	60-80 minutes
Total:	80-100 minutes

Grade 6 Reading

Test Session	Approximately:
Distributing books, reading directions	15 minutes
Administering the Reading Test	95-115 minutes
Total:	110-130 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 C³* standard, item specifications are organized under the following headings:

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

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

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

Note about the Item Specifications and Sample Test Items:

With the exception of content limits, the item specifications give suggestions of what might be included 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 6

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 technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.

   b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

2. Word Origins

   a. Recognize the origins and meanings of foreign words frequently used in English.

      Example: Understand foreign words that are often used in English such as *spaghetti* (Italian) and *rodeo* (Spanish).

   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*, *logos = the study of*) and word parts (*auto = self*, *bio = life*) from Greek and Latin to analyze the meaning of complex words (*autograph, autobiography, biology*).

*3. Using Resource Materials and Aids

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

   b. Relate dictionary definitions to context of the reading in order to aid understanding.

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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 10 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; a "typical" sixth grader reads approximately 120 words per minute).

3. Increase silent reading speed through daily independent reading.

4. Read silently for increased periods of time.

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

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.

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, establish purpose for reading).

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

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

      Example: Use a graphic organizer to compare an advertisement to the actual product label.

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

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2. Inferences and Interpretation

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

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

   *c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).

3. Summary and Generalization

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

   b. Make generalizations based on information gleaned from text.

   c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.

   d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

   a. Evaluate the believability of a character and the impact they have on the plot.

   b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict 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, connections, and react, speculate, interpret, and raise questions in analysis of texts.

   e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).

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

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*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, trying an alternate pronunciation, searching for clues, and asking questions).

b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.

c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.

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

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.

   a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

   b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.

   b. Identify and explain internal and external conflict in the development of a story.

   c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.

   d. Connect, compare, and contrast ideas, themes, and issues across texts.

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

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a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.

b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.

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

d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.

- Imagery: the use of language to create vivid pictures in the reader's mind.
- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

*4. Literary Works—The student will read and respond to historically and culturally significant works of literature.

a. Analyze and evaluate works of literature and the historical context in which they were written.

b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

c. Compare similar characters, settings, and themes from varied literary traditions.

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

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

a. Use library catalogs and computer databases to locate sources for research topics.

b. Access information from a variety of primary and secondary sources to gather information for research topics.

c. Use organizational strategies as an aid to comprehend increasingly difficult content material.

d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.

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

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

   a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).

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

   c. Determine the appropriateness of an information source for a research topic.

   d. Summarize information from multiple sources into a research paper.

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Reading Passages

Brilliant Reminder

Where once it was so brown and flat
Comes explosion of color so bright
It is as if a jumbo box of crayons
Was left out to melt in sunlight.

Endless rows of brilliant tulips
Rising up to meet the sun
Decorating the earth with beauty
Where before there was none.

Proud messengers of spring's return
Their thick green leaves reach out
And not remotely in a whisper
They announce it with a shout.

Placed in the ground in autumn
Their thick green leaves reach out
They wait in the dirt and the dust
Popping up when warmth arrives
To remind everyone to trust.

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A Passion for Petals

1 Can you imagine being so crazy about a certain flower that you would trade almost everything you owned just to buy a single bulb? It may sound silly, but that is what certain people did about five centuries ago.

2 Tulips are one of the brightest colored flowers in the world. They come in strong shades of red, pink, yellow, purple, and more. Certain types have one color on the main body of the petals, but a different shade or color on the tips. Some have rounded petals while others have pointed ones. Thick green leaves surround the vivid blossoms. Tulips are grown from bulbs rather than seeds and are planted in the fall or winter. They are also one of the first flowers to come up in the spring.

3 Many people believe that tulips first came from Holland. Actually, they got their start in Turkey. By the early 17th century, tulips had started expanding to other parts of the world. They were a tremendous hit in Holland. The Dutch people loved this cheerful new flower so much that a fad called "tulipomania" developed. Soon, it spread throughout the country, and the demand for the flower kept growing. Some people went so far as to trade great amounts of their wheat, livestock, food, furniture, clothes, and treasures for one single bulb. Hard as it is to believe, there were even adults who gave up their land and houses in return for a shipment of tulip bulbs. Families competed against other families to see who could buy the most exotic[1] and unusual ones. They invented glamorous names for each type of bulb. Some of them were even named after famous naval admirals.

4 This passion for tulips did not stop in Holland. As years passed, it spread to other countries. By the early 19th century, England had caught tulipomania too. The English were not willing to pay the extravagant[2] prices that the Dutch had, but they still agreed to spend ridiculous amounts. It was not unusual for a person to spend fifteen guineas[3] for one bulb. That much money was enough to keep an entire family fed, clothed, and sheltered for at least six months.

5 Today tulips are not nearly as rare or expensive as they were centuries ago, but they are still quite popular. They are fairly easy to grow in most climates. They brighten up any type of garden. Best of all, they remind anyone who sees them that spring is returning!

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[1]*exotic*—from another part of the world
[2]*extravagant*—unreasonably high
[3]*guinea*—gold coin used in England from 1633 to 1813 and worth one pound and one shilling

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An Undependable Friend

Wind is a friend that you cannot quite trust
It changes its moods from moment to moment
Always keeping you on guard and guessing
Sometimes blowing softly enough
Just to lightly ruffle your hair
Other times roaring with a temper tantrum
Destroying anything in its path.

Wind is a fickle friend
First bringing welcome relief
On days of endless summer heat
And herding clouds your way
To bring much needed raindrops
Other times refusing to stop by for weeks
As fans are found and umbrellas collect dust.

Wind is an unpredictable friend
Changing direction without warning
Teasing you with promises of visits
And then failing to appear.
It blusters and blasts, gusts and puffs
It is the curse and cure of every sailor
The indecisive, unreliable wind.

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Save Those Spots!

1 Like most races, the goal of this challenge is to run the distance just as quickly as possible. The track is only 100 meters (328 feet) long. The eager audience is standing by to watch every single stride. Will a new record be set? Will any of the runners stumble? Who will come in first? The questions may be typical, but this race is a bit unusual. It is held once a year in February in Cape Town, South Africa. The difference with this race is that there are only a few runners at the starting line. They are not dressed in t-shirts, shorts, and sneakers. Instead, they are covered in black spots and run on their furry paws.

2 This event is called the Cheetah Challenge Race. Each year, people come to watch several swift cheetahs race. Which cheetah will be the fastest this year? So far, the fastest cheetah on record is named Nyana-Spier. This extremely fast animal managed to cover the entire 100 meters in approximately six seconds. This set a new world's record. So far, no cheetah has been able to beat that impressive speed although they keep trying.

3 Each year, the Cheetah Challenge Race becomes more popular. It is promoted as an exciting event. Parents, children, and school groups come from all over the area to watch and cheer on the runners. The competition begins with people trying to break a few records themselves or perhaps running just to have a good time. More than one thousand runners of all ages and abilities take part in a 5k (3 miles) walk and a 10k (6 miles) run. The top runners in each division get a reward. Everyone who participates in either race takes home a medal. Just as many people come to watch the cheetah portion of the race as come to exercise. While there, they also see a variety of other animals, including lizards, penguins, and butterflies. Each collection represents members of an endangered species like the cheetah. The primary reason that the event is held each year is to raise awareness for the animals in danger. Each runner pays an entry fee and a portion of that fee is given to projects that work to protect these species.

4 There are only a few thousand cheetahs left in the entire world. They are some of the fastest animals on the planet. They can run as fast as it is legal to drive on some highways. Their speed and grace are the main reasons they are so much fun to watch in this annual race. With the funds raised through this event, cheetahs may thrive for years to come.

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The Legend of the Cherokee Rose Rock

1 Near Noble, Oklahoma, a seemingly perfect rose appears from the ground. Its dusty red petals are delicately arranged in full bloom. Charmed by its beauty, a passerby bends to pluck it. No vase will hold this rose. It has no stem, and its petals are as heavy as a rock. Indeed, this rose is a rock.

2 Actually, rose-shaped rocks can be found in several places around the world. These rock roses, however, are a light color. The rusty red rose rocks appear only in Oklahoma. From this fact has grown a legend as beautiful as the rocks themselves.

3 Oklahoma played an important role in Native American history. It marked the end of what is known as the "Trail of Tears." With the discovery of gold in Georgia, the Cherokee tribe lost their right to the land. They courageously walked 1000 miles to what is now Oklahoma. Much of the journey took place in the winter, and many Cherokee did not survive.

4 The Great Spirit of the Cherokee did not abandon his people. He cared for his people and thought of them with affection. He knew of their misfortune and wanted to honor the travelers. The memorial would be made from the tears shed along the way. The Great Spirit remembered a beautiful white rose in Georgia called the Cherokee rose. The memory of the flower would comfort his people. It would remind them never to be discouraged. The Great Spirit transformed the tears into a rust-colored, rose-shaped stone.

5 Since that time, rose rocks have had many admirers. In 1968, Oklahoma named the rose rock its official state rock. The legend and spirit of the Cherokee rose rock live on.

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A True Friend

1 "You're going to do WHAT?" I asked my best friend, Julie, in alarm.

2 "I'm going to try out for the cheerleading squad," she said, eyes fixed on the ground, not meeting my shocked gaze. We had been best friends since second grade and we did everything together. We had made many plans about what we would do this year, but now she was going off on her own. I was sure that if she joined the cheerleading squad, she would become best friends with someone else and I couldn't stand the thought.

3 "Why are you doing this? Do you really want to hang around with those girls instead of me?" I lashed out, my voice filled with anger.

4 "It's not about the girls," Julie said in defense. "It's about the sport. I want to be on the squad at the high school level because they win scholarships at state competitions, and I have a better chance if I'm on the squad here," she explained."Besides," she added, "it's not like I'm leaving the country or something."

5 "Bon voyage," I scowled and marched off, leaving Julie standing with a sad look on her face. I had no doubts she would <u>make</u> it—Julie was a <u>superb</u> gymnast who could do backflips across the entire gym without stopping. I did not watch the tryouts, but I heard right away that Julie had made the team.

6 The rest of that week I was miserable, and I avoided Julie in the hall, never once telling her congratulations. Unfortunately, we had several classes together, so I sat stiffly in my seat, watching Julie chat with the other cheerleaders, pursing my lips in disapproval. Occasionally, Julie glanced my way with big, sad eyes, and though I felt bad, I refused to look at her.

7 I planned to watch the first game and ignore Julie. Instead, I was amazed by the enthusiasm and skill of Julie's cheering. Although the youngest member of the team, Julie enthusiastically led cheer after cheer. I saw how her face lit up with joy. I was stunned as I realized that she loved the sport. Trying out for the team had nothing to do with me—maybe it was just something she wanted to do. A red stain crept across my face as I thought about how I had ignored her all week—just for following her heart. What type of friend did that? Now that I thought about it, Julie had tried to be friends and I was the one who pushed her away. I had been fooled and had hurt my dearest friend out of fear of being hurt myself.

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8 I approached her shyly, but Julie smiled without hesitation, beckoning me over, making my shame deepen. "Hey, you were really great," I began, then added quickly, "I'm so sorry I've been rude to you about your joining the squad."

9 Julie smiled and replied, "A group of us are going for ice cream—why don't you come along?"

10 Julie's quick forgiveness made my eyes burn, but I smiled in return. As I walked toward the cheerleaders, I realized there was room in Julie's life for all of us. We could save the competition for the game.

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A Diary of Rainey T. Wells

June 12, 1892

1 I visited Nathan Stubblefield this morning. Although he's thirty years old, he is like a large child, always playing around with his inventions.

2 I wasn't surprised when Nathan came out, holding a black wooden box about the size of an egg crate. "Take this," Nate said. I took it. The box was heavy, though not hard to carry. Cloth was stretched over the round holes cut in front, and some wires and knobs stuck out here and there. Nathan twisted the knobs for a few moments before going back inside to retrieve another box similar to the one I was holding. He sat on the edge of the porch and started fiddling with that box.

3 "Walk up that hill to that fence post." He pointed to a hilltop, about two or three hundred yards away.

4 At the top of the hill, I rested the box on the fence post. Just as I did, the box hummed and crackled. "Hello, Rainey!" Nate's voice said behind me. I jumped a foot off the ground. Below, Nate sat on the porch leaning over his box.

5 I started laughing. "That's a good trick, Nathan! How'd you do it, stretch wires under ground? You sure did a good job of hiding them."

6 "There are no wires," Nate's voice crackled from one of the cloth-covered holes in the box. I searched; there *had* to be wires.

7 "There's no such thing as a wireless telephone," I mumbled.

8 "There is now!" Nate's voice responded, loud and clear.

9 Back at his front porch, I handed Nathan his fantastic box. "When are you going to start selling these things? Because I sure want one! Everybody in town's going to want one."

10 Nathan shrugged and shook his head. "In a year or two, maybe, when I get all the problems worked out. Don't tell anybody until I get a chance to perfect it."

11 Most people in town think Nathan Stubblefield is a strange man, and a dreamer. Now, when people know what I know, they will change their minds pretty quickly!

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January 1, 1902

12 Nathan Stubblefield started the year out by demonstrating his wireless telephone to the town. He had half a dozen listening stations set up all over Murray City. They were boxes very much like the ones he showed me years ago. From a transmitter in his house, Nathan could send his voice all over town.

13 I was in the back room of Hanson's General Store, crowded with folks, all laughing and making jokes. "What's ol' Nate going to do this time, make it snow gumdrops?" asked Burt Hanson, chuckling. He bent over the box, examining it, tapping it with his fist.

14 Just then, the box crackled and hummed. "Happy New Year!" Nathan's deep voice filled the room and Burt nearly tumbled over backwards. The crowd fell silent and wide-eyed with disbelief as they listened.

15 After a short speech, Nathan's son played his harmonica and whistled a few tunes. When the show ended twenty minutes later, everybody in town rushed outside into the cold and cheered.

August 23, 1902

16 Nathan demonstrated his wireless creation from the deck of a steamboat on the Potomac River in Washington, D.C. People a mile away heard his voice as clearly as if he had been standing beside them. Surely, it's only a matter of time now before everybody knows about Nathan Stubblefield.

17 *Nathan Stubblefield failed to file the proper paperwork to prove his inventions were really his own. He died penniless and unknown in 1928. In 1930, the people of Murray, Kentucky, erected a monument to Nathan Stubblefield, with an inscription calling him "the inventor of radio."*

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A Clear View

1 In a far away village lived a young woman named Rosalinda who was known throughout the land for two things: her gowns and her beauty. First, she was famous for the beautiful gowns she could make. Royalty came from miles away with fabric dripping with gold and jewels just to have Rosalinda craft their dresses for balls and special events. Secondly, Rosalinda was known for being as beautiful as the gowns she created. Princes and kings from all over the world had asked for her hand in marriage, but she had always refused them, for she knew they only saw her surface beauty. None of them saw her true self.

2 One day, a man strolled into town looking for the dressmaker. He had a commission[1] for his sister's wedding dress; he wanted only the best. Armand had heard of the dressmaker's skill and beauty. He had also heard of her refusal to marry any of the young men who had proposed. Armand was captivated[2] by a woman so independent, and introduced himself immediately. He noticed that her dresses were indeed amazing; every stitch was small and dainty but strong. However, he noted the dressmaker's unhappiness as she listened to his order.

3 "I am Armand," he told her. "I have an idea for a dress I want made which must be complete within two weeks. I can pay you well for the rush. And I think it will challenge your sewing skills."

4 Rosalinda was amused by his comment and replied, "My customers are happy with my dresses. Why do I need a challenge from you?"

5 Armand replied, "It is clear to me that you are a woman of great beauty, talent, and strength, but you have no one to challenge your skills with a needle and thread. It only makes sense that you should challenge yourself with more difficult tasks. It would be a shame to not develop your skill to its fullest."

6 Rosalinda was amazed by the man's insight, for no one had ever dared to speak so critically to her before. She realized it was true. Making dresses had become monotonous because sewing was so easy for her. She accepted Armand's challenge and began to create the most spectacular wedding gown of all, with lace like cobwebs and satin like diamonds. She worked constantly, rarely stopping to brush her hair or to rest. She was determined to complete the dress on time. Dark half-moons circled under her eyes. At last, she finished the dress and stood back in satisfaction at

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what she saw. Simple, yet elegant, it was her masterpiece, and it brought back the joy she felt when she first created dresses.

7 By the time Armand arrived the next morning to pay for the dress, a crowd had gathered to see the wondrous gown. The villagers were shocked by Rosalinda's haggard[3] appearance. A man, who had proposed the year before, laughed and said, "See how she's letting herself go? No one wants a wife who looks like that."

8 Armand heard the comment. "You fool!" he responded to the man. "Do you not see that Rosalinda would be beautiful even if she never brushed her hair again? Her real beauty comes from within, that of a strong, smart person who was given a great talent. You see only the outside, but I see strength within, where true beauty is found!"

9 Rosalinda knew at once that Armand was the man she wanted to marry. After the crowd left, she approached him and thanked him for his kind words.

10 He paused for a moment and then replied, "I have no sister, but now I have a wedding dress for the woman I want to marry." He knelt down and pulled out a diamond ring. "Will you have me as your husband?" Rosalinda gazed at the plain gold ring, solid and strong in its simple beauty—just like herself. Armand happily placed it on her finger.

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[1]*commission*—an assigned task
[2]*captivate*—to attract and hold by charm, beauty, or excellence
[3]*haggard*—looking worn and exhausted

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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 technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.

   b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

Item Specifications:

Emphasis:

- Increase vocabulary by determining the meanings of words in context and through the knowledge of word parts and word relationships.
- Identify figurative language used in poetry and narrative texts.
- Use context to understand multiple meaning words.

Stimulus Attributes:

- Test items may include simulated dictionary, glossary, and thesaurus entries.
- 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 meaning intended by the author.
- 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 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.
- Distractors may focus on literal interpretation rather than figurative meaning.

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***Oklahoma C³* 1.1a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

Which phrase <u>best</u> shows the meaning of <u>superb</u> as it is used in paragraph 5?

A favorite

B cheerful

C excellent

D attractive

Depth of Knowledge: 2
Correct Answer: A

From "A Diary of Rainey T. Wells"

Which meaning is the <u>best</u> definition of <u>fantastic</u> as it is used in paragraph 9?

A incredible

B excellent

C unlikely

D bizarre

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Depth of Knowledge: 2
Correct Answer: D

From "An Undependable Friend"

Which phrase in "An Undependable Friend" <u>best</u> reflects the meaning of <u>fickle</u> as it is used in line 8?

A To bring much needed raindrops

B It blusters and blasts, gusts and puffs

C Always keeping you on guard and guessing

D It changes its moods from moment to moment

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***Oklahoma C³* 1.1b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "A Diary of Rainey T. Wells"

Which sentence uses <u>fiddling</u> the same way as it is used in paragraph 2?

A The young musician has won many local fiddling contests.

B With nothing to do, the children were fiddling the summer day away.

C She was fiddling with the old lawnmower, hoping to use it one more season.

D Fiddling nervously with a stack of papers, the teacher demonstrated what not to do while giving a speech.

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

make (māk) *v.* **made** (mād) **mak•ing, makes**
1. to build, produce **2.** to prepare for use
3. to achieve or attain **4.** to do, execute

What is the meaning of <u>make</u> as it is used in paragraph 5?

A to build, produce

B to prepare for use

C to achieve or attain

D to do, execute

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Depth of Knowledge: 2
Correct Answer: A

From "A Clear View"

Which phrase is an example of a simile?

A . . . lace like cobwebs and satin like diamonds.

B Dark half-moons circled under her eyes . . .

C . . . stood back in satisfaction at what she saw.

D Simple, yet elegant, it was her masterpiece . . .

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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. Word Origins

   a. Recognize the origins and meanings of foreign words frequently used in English.

      Example: Understand foreign words that are often used in English such as *spaghetti* (Italian) and *rodeo* (Spanish).

   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*, *logos = the study of*) and word parts (*auto = self*, *bio = life*) from Greek and Latin to analyze the meaning of complex words (*autograph, autobiography, biology*).

Item Specifications:

Emphasis:

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

Stimulus Attributes:

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

Content Limits:

- The selection containing the vocabulary word must have word origin, affixes, roots, and/or stems for the reader to determine a word's meaning.
- 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, some questions direct the student to the appropriate part of the text.

Distractor Domain:

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

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***Oklahoma C³* 1.2a Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

The phrase "Bon Voyage" in paragraph 5 is French for

A be quiet.

B good luck.

C have a good trip.

D you will be sorry.

Depth of Knowledge: 2
Correct Answer: B

From "An Undependable Friend"

The French word "genre" is used to identify "An Undependable Friend" as a poem because the word means

A knowledge.

B category.

C imagery.

D writer.

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Depth of Knowledge: 2
Correct Answer: B

From "Save Those Spots!"

The word "meters," which derives from the Greek language, is used in paragraph 2 to indicate

A measurement devices.

B units of length.

C speed records.

D units of time.

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***Oklahoma C³* 1.2b Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

In paragraph 4, the word <u>misfortune</u> means

A memories.
B long trip.
C bad luck.
D sadness.

Depth of Knowledge: 2
Correct Answer: A

From "A Diary of Rainey T. Wells"

In paragraph 14, what does <u>disbelief</u> mean?

A doubt
B concern
C stillness
D embarrassment

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Depth of Knowledge: 2
Correct Answer: D

From "A Clear View"

In paragraph 2, what does the word <u>refusal</u> mean?

A act of hesitating

B eagerness to please

C behavior that is unusual

D unwillingness to do something

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***Oklahoma C³* 1.2c Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: A

From "Save Those Spots!"

In paragraph 3, the word <u>popular</u>, as well as words like population and popularity, comes from the Latin word for

A people.

B beloved.

C position.

D crowded.

Depth of Knowledge: 2
Correct Answer: D

From "A Diary of Rainey T. Wells"

Which word from the passage has a Latin root that means "to write"?

A responded

B transmitter

C creation

D inscription

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Depth of Knowledge: 3
Correct Answer: B

From "A Clear View"

Words from the Latin word *spect*

spectacle—anything presented to view

prospect—an outlook or view on success

spectacular— **?**

In paragraph 6, the author uses the word <u>spectacular</u>. Which meaning of this word <u>best</u> completes the chart?

A one who is unafraid of change

B that which is exciting to see

C one who likes a challenge

D that which is displayed

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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, establish purpose for reading).

Item Specifications:

Emphasis:

- Establish a purpose for reading by using prereading strategies.

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.

Distractor Domain:

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

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***Oklahoma C³* 3.1a Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

What question is important to ask after reading the title of the passage?

A What makes a true friend?

B Why do true friends exist?

C How do I find a true friend?

D Who is really my true friend?

Depth of Knowledge: 2
Correct Answer: A

From "A Passion for Petals"

To recall prior knowledge about tulips, which prereading strategy would be <u>most</u> useful?

A brainstorming

B vocabulary preview

C purpose for reading

D author consideration

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Depth of Knowledge: 2
Correct Answer: B

From "Save Those Spots!"

Why might someone <u>most likely</u> read "Save Those Spots!"?

A to enjoy a story with action and suspense

B to find out about an event with a good cause

C to discover how fast cheetahs are able to run

D to learn how to participate in one of the races

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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 sixth 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:

- Incorrect answer choices (distractors) may include misunderstandings of phrases, sentences, and/or wording found in the selection.

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***Oklahoma C³* 3.1b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "A Diary of Rainey T. Wells"

Based on the details given, why did Nathan Stubblefield remain unknown despite his important contributions?

A His inventions were not nationally publicized.

B He was not interested in selling his inventions.

C The townspeople did not understand the value of his inventions.

D He did not file the legal paperwork to prove ownership of his inventions.

Depth of Knowledge: 2
Correct Answer: C

From "Save Those Spots!"

Which states the purpose of the Cheetah Challenge Race?

A The race becomes more and more popular each year.

B Each year, people come to watch several swift cheetahs race.

C With the funds raised through this event, cheetahs may thrive for years and years to come.

D Their speed and grace are the main reasons they are so much fun to watch in the annual race.

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Depth of Knowledge: 2
Correct Answer: B

From "A Clear View"

What did Rosalinda realize when she accepted Armand's challenge?

A She would fail to meet his challenge.

B She had become bored with her work.

C Armand knew very little about dressmaking.

D Armand was the man she would like to marry.

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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 and assess evidence that supports those ideas.

      Example: Use a graphic organizer to compare an advertisement to the actual product label.

Item Specifications:

Emphasis:

- Integrate and relate ideas presented in text.
- Identify the main idea of a text by using 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, theme, 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 asked as appropriate for narrative, expository, and functional texts.
- Students will identify 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 C³* 3.1c Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

How did Oklahoma play an important part in Native American history?

A It was where the Great Spirit honored his people.

B It was where the red rose rocks were found.

C It became home to the Cherokee people.

D It became the site of gold mines.

Depth of Knowledge: 2
Correct Answer: A

From "The Legend of the Cherokee Rose Rock"

What is the main idea of paragraph 2?

A A legend explains why the red rose rocks are only found in Oklahoma.

B Everyone wants rose rocks because they are the subject of a legend.

C Rose rocks are unusual and can only be found in a few places.

D Rose rocks are found in several places in Oklahoma.

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Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

What is the main idea of paragraph 6?

A The narrator is unhappy with Julie.
B Julie is happy to forgive her friend.
C The narrator feels bad that she judged Julie.
D Julie makes friends with other cheerleaders.

Depth of Knowledge: 2
Correct Answer: D

From "A Clear View"

The main point of paragraph 6 is that Rosalinda

A is amazed by the words of the man.
B is exhausted from staying up late.
C uses lace and satin on the dress.
D enjoys making dresses again.

Depth of Knowledge: 2
Correct Answer: A

From "Brilliant Reminder"

What question is answered in stanza 2?

A What type of flowers are in the poem?
B What color are the flowers in the poem?
C When do the flowers in the poem bloom?
D When are the flowers in the poem planted?

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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:

- Use progression of ideas such as compare/contrast, cause/effect, problem/solution, sequential order, and chronological order to recall information from text.

Content Limits:

- Narrative, expository, and functional texts are used.

Stimulus Attributes:

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

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 of characters.
- 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 C³* 3.1d Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "The Legend of the Cherokee Rose Rock"

Why did the Great Spirit make the rose rocks?

A to create valuable stones for the Cherokee

B to show the route followed by the Cherokee

C to remind the Cherokee of their former home

D to bring encouragement to the Cherokee people

Depth of Knowledge: 2
Correct Answer: B

From "The Legend of the Cherokee Rose Rock"

What is <u>most likely</u> the reason the rose rock was chosen as Oklahoma's official rock?

A The rose rock's color matches the state redbud trees.

B The rock symbolizes part of the state's history.

C Many people collect the unique rock.

D The unusual rock was endangered.

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Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

What upsets the narrator in paragraph 2?

A hearing that Julie wants to try out for cheerleading

B learning Julie makes the cheerleader team

C feeling that the cheerleaders are rude

D not making the cheerleading squad

Depth of Knowledge: 2
Correct Answer: C

From "A Diary of Rainey T. Wells"

Based on the headings, the reader can tell that

A Nathan Stubblefield invented one item.

B Rainey T. Wells met Nathan Stubblefield one time.

C Rainey T. Wells knew Nathan Stubblefield for several years.

D Nathan Stubblefield only worked on inventions once every ten years.

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

Item Specifications:

Emphasis:

- Make inferences and draw conclusions based on evidence from the text and prior knowledge.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require the student to use key concepts, make logical connections between concepts, and arrive at a plausible conclusion based on the evidence.

Distractor Domain:

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

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***Oklahoma C³* 3.2a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A Diary of Rainey T. Wells"

What can the reader <u>best</u> conclude from the author's details about Stubblefield?

A Inventors are seldom recognized by the people around them.

B Some people may not receive credit for their inventions.

C People are not certain about accepting new things.

D Creative people are always disorganized.

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

Why did the Cherokee leave their homes?

A The Georgia farmers needed more land.

B The farmers did not get along with the Cherokee.

C People discovered gold in Georgia and wanted it for themselves.

D People thought that Oklahoma was a more suitable place for them to live.

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Depth of Knowledge: 2
Correct Answer: A

From "Save Those Spots!"

Which conclusion is supported by the author?

A Animals at the Cheetah Challenge Race are endangered.

B The Cheetah Challenge Race is the most popular event of the year.

C The cheetahs that race receive excellent treatment by race officials.

D Enough money is raised to support organizations for saving cheetahs.

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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

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

Item Specifications:

Emphasis:

- 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 texts are used.

Format:

- Items require the student to use concepts of character development, make logical connections between characters and recognize importance of character's 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 correctly answer the question.

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***Oklahoma C³* 3.2b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

Which word <u>best</u> describes the narrator in paragraph 3?

A jealous
B relaxed
C puzzled
D confident

Depth of Knowledge: 2
Correct Answer: A

From "A Clear View"

What can be inferred about Rosalinda from paragraph 4?

A She is confident about her dressmaking skills.
B She does not think Armand is a serious man.
C She often laughs at her customers' requests.
D She does not take dressmaking seriously.

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Depth of Knowledge: 2
Correct Answer: B

From "A True Friend"

According to the passage, which statement describes the narrator?

A The narrator has very few friends.

B The narrator is jealous of her friend.

C The narrator secretly wants to be a cheerleader.

D The narrator has been hurt by cheerleaders in the past.

Depth of Knowledge: 2
Correct Answer: D

From "A True Friend"

Which line describes when the narrator understands Julie's motive for becoming a cheerleader?

A "I was sure that if she joined the cheerleading squad, she would become best friends with someone else . . ."

B " . . . Julie was a superb gymnast who could do backflips across the entire gym without stopping."

C "As I walked toward the cheerleaders, I realized there was room in Julie's life for all of us."

D "I saw how her face lit up with joy. I was stunned as I realized that she loved the sport."

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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 including the main idea and significant supporting details of a reading selection.

Item Specifications:

Emphasis:

- Summarize text by identifying key concepts, main ideas, key actions, and supporting details.

Stimulus Attributes:

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

Content Limits:

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

Format:

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

Distractor Domain:

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

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***Oklahoma C³* 3.3a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

Which alternate title <u>best</u> expresses the main idea of the passage?

A "Divide and Conquer"
B "Winning the Game"
C "Fears and Cheers"
D "A Stunning Sport"

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

Which sentence <u>best</u> states the main idea?

A The rose rocks are very light in color.
B The red rose rocks appear only in Oklahoma.
C The legend of the Cherokee rose rock endures.
D The rose rock would remind them never to be discouraged.

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Depth of Knowledge: 2
Correct Answer: C

From "A Clear View"

Which detail would be <u>least</u> important to include in a summary about "A Clear View"?

A Armand's proposal to Rosalinda is accepted.

B The dress is a challenge for Rosalinda to make.

C The dress is commissioned for Armand's sister.

D Armand proposes with a wedding ring to Rosalinda.

Depth of Knowledge: 2
Correct Answer: D

From "A True Friend"

When summarizing, which detail would be <u>least</u> important to include?

A Julie forgives her friend who had been rude to her.

B The narrator realizes competition should stay in sports.

C Julie receives compliments on her cheerleading ability.

D The cheerleading squad is going for ice cream after the game.

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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 based on information gleaned from text.

Item Specifications:

Emphasis:

- Integrate and relate ideas by making generalizations about 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 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, expository, and functional 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 C³* 3.3b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A Passion for Petals"

When generalizing about the history of tulips, which would be <u>least</u> important?

A The spread of tulips caused demand to increase.

B Tulips come up in the spring in many shapes and colors.

C Tulips have been around for more than five hundred years.

D The growth of tulips has expanded to all parts of the world.

Depth of Knowledge: 3
Correct Answer: A

From "Brilliant Reminder"

What is the author's message in this poem?

A After the death of winter, tulips bring the rebirth of spring.

B Winter always comes back to destroy the colorful tulips.

C Of all the flowers in the world, tulips are his favorite.

D Tulips come in a variety of vivid colors every spring.

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Depth of Knowledge: 2
Correct Answer: D

From "A Passion for Petals"

In the 17th century, Dutch people's attitude toward tulips can <u>best</u> be described as

A carefree.

B disturbing.

C indifferent.

D enthusiastic.

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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 reasonable statements and conclusions by reference to relevant aspects of text and examples.

Item Specifications:

Emphasis:

- Integrate and relate ideas by making conclusions based on 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.
- The selection must contain a clear central idea or key concept (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 texts or across the texts.
- A variety of questions are used as appropriate for narrative, functional, or informational texts.

Distractor Domain:

- Incorrect answer choices (distractors) include details or statements from the text(s) that do not represent relevant ideas, arguments, or issues based on implied information from the text(s).

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***Oklahoma C³* 3.3c Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "A Diary of Rainey T. Wells"

Which <u>best</u> supports the idea that Stubblefield was recognized for his brilliance?

A People a mile away heard his voice as clearly as if he had been standing beside them.

B The crowd fell silent and wide-eyed with disbelief as they listened.

C . . . everybody in town rushed outside into the cold and cheered.

D . . . the people of Murray, Kentucky, erected a monument to . . .

Depth of Knowledge: 2
Correct Answer: C

From "Save Those Spots!"

Which detail from the passage supports the claim that the Cheetah Challenge Race helps animals in danger?

A Each year, people come to watch several cheetahs race.

B While there, they also see a variety of other animals . . .

C . . . a portion of that fee is given to projects that work to protect these species.

D There are only a few thousand cheetahs left in the entire world.

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Depth of Knowledge: 2
Correct Answer: D

From "A Clear View"

Why is the sentence "None of them saw her true self" included in paragraph 1?

A It shows Rosalinda's dressmaking skills.

B It explains why Rosalinda makes dresses.

C It shows others had proposed before Armand.

D It prepares the reader for Armand's different view.

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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. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

Item Specifications:

Emphasis:

- Select and apply strategies to demonstrate comprehension including timelines, outlines, and graphic organizers.

Stimulus Attributes:

- Test items may include phrases, sentences, wording from the selection in timelines, outlines, graphic organizers and/or illustrations.

Content Limits:

- Narrative and expository texts are used.

Format:

- Items require the student to demonstrate an understanding of 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 or 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, boldfaced 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 be extraneous or irrelevant information from the text or implied by the text.

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***Oklahoma C³* 3.3d Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "A Passion for Petals"

If a student were to outline this passage, which would be a good subtopic?

A What Are Perfect Planting Conditions?

B The Native Plants of Turkey

C Holland Gets Tulipomania!

D Modern Day Tulip News

Depth of Knowledge: 2
Correct Answer: B

From "The Legend of the Cherokee Rose Rock"

Which graphic organizer would <u>probably</u> help a reader better understand the passage?

A a chart showing official state rocks

B a timeline of events along the Trail of Tears

C a map indicating where gold was discovered

D a chart of Native American tribes in Oklahoma

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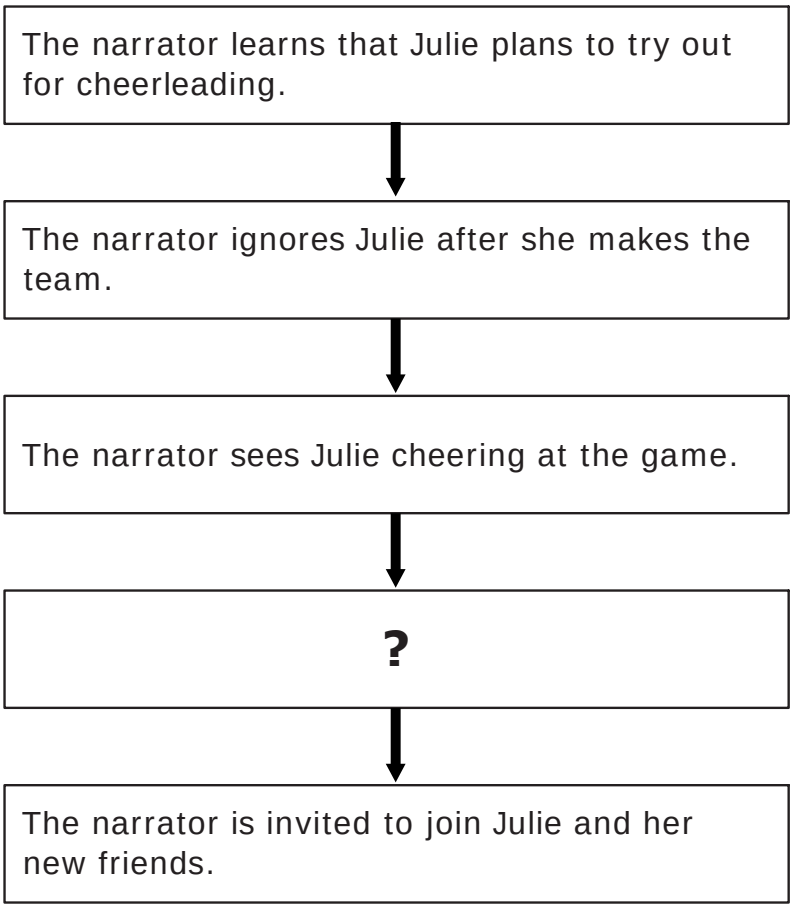
Depth of Knowledge: 2
Correct Answer: B

From "A True Friend"

Below is a flow chart for "A True Friend."



Which statement goes in the blank box?

A The narrator hears that Julie made the team.

B The narrator is sorry for her behavior toward Julie.

C The narrator realizes Julie can be friends with her and others.

D The narrator sees Julie talking to her new cheerleader friends.

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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. Evaluate the believability of a character and the impact they have on the plot.

Item Specifications:

Emphasis:

- Use knowledge about people to analyze the traits of characters as a tool to comprehend various types of texts.

Stimulus Attributes:

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

Content Limits:

- Narrative texts are used.
- The selection must contain sufficient information for the reader to identify and analyze the traits of characters.

Format:

- Items require students to identify the traits of various characters as portrayed in the selection presented.

Distractor Domain:

- Incorrect answer choices (distractors) present information that a student may have misread/misunderstood.

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***Oklahoma C³* 3.4a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

"I'm going to try out for the cheerleading squad," she said, eyes fixed on the ground, not meeting my shocked gaze.

How does Julie feel as she speaks to the narrator?

A angry

B excited

C nervous

D surprised

Depth of Knowledge: 3
Correct Answer: B

From "A Clear View"

How does the author use the title to represent Armand?

A The title shows that Armand sees how much the villagers like Rosalinda and her work.

B The title shows that Armand can see Rosalinda's intelligence as well as her beauty.

C The title shows that Armand likes the look of the village and wants to live there.

D The title shows that Armand has an appreciation for well-made clothing.

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Depth of Knowledge: 3
Correct Answer: D

From "A Diary of Rainey T. Wells"

Read the sentence from the passage.

"That's a good trick, Nathan! How'd you do it, stretch wires under ground?"

Why does Rainey <u>most likely</u> react this way?

A It is common for Nathan to play tricks.

B He believes the box is a wireless telephone.

C The box makes unusual and frightening sounds.

D He has never taken Nathan's tinkering seriously.

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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. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.

Item Specifications:

Emphasis:

- Analyze events from the plot and their effect on the text
- Identify the conflict and 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.
- Items assess the identification of the main problem or conflict of the plot.
- Items assess the identification of the resolution of the conflict.

Distractor Domain:

- Incorrect answer choices 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 C³* 3.4b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A True Friend"

What causes a change in the narrator's feelings?

A talking to the squad after the game
B watching Julie cheer at the game
C seeing Julie talk to cheerleaders
D meeting a new friend at school

Depth of Knowledge: 2
Correct Answer: A

From "A Clear View"

What was important to Rosalinda at the end of the passage?

A She found a man who valued her true beauty.
B She saw her appearance was unimportant.
C She made a lot of money on the dress.
D She was able to create a masterpiece.

Depth of Knowledge: 2
Correct Answer: C

From "A Clear View"

The conflict of the plot is resolved when

A Rosalinda finishes the dress for Armand's sister.
B Rosalinda receives the challenge from Armand.
C Rosalinda knows Armand sees her true beauty.
D Rosalinda accepts Armand's proposal.

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Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

Why was the narrator's attendance at the game important?

A It allowed her to see Julie with her new friends.

B It let Julie see how sad her old friend felt.

C It allowed her to see her own selfishness.

D It let her look for new friends.

Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

Which sentence from the passage <u>best</u> represents the conflict?

A We had made many plans about what we would do this year, but now she was going off on her own.

B I didn't watch the tryouts, but I heard right away that Julie had made the team.

C I planned to watch the game and ignore Julie.

D We could save the competition for the game.

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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.

Content Limits:

- Narrative text 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 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.
- Items may supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Items that focus on the plot (problem/solution or goal/resolution) require the student to make inferences 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 C³* 3.4c Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "A Clear View"

How does the author demonstrate that the villagers do not understand Rosalinda?

A They order dresses from Rosalinda.

B They gather to see the sister's dress.

C They talk about the man behind his back.

D They make fun of Rosalinda's appearance.

Depth of Knowledge: 2
Correct Answer: B

From "A Clear View"

How are Armand and the man who proposed to Rosalinda a year earlier different?

A Armand likes Rosalinda's dress; the man does not like it.

B Armand sees Rosalinda's inner beauty; the man does not see it.

C Armand thinks Rosalinda's dress is costly; the man does not think so.

D Armand is shocked by Rosalinda's appearance; the man is not shocked.

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Depth of Knowledge: 2
Correct Answer: B

From "The Legend of the Cherokee Rose Rock"

The Great Spirit changes the tribe members' tears into rose-shaped stone to

A delight them with a legend.

B tribute them with a memorial.

C remind them of their misfortune.

D lead them on a route to more land.

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

Item Specifications:

Emphasis:

- Make observations and connections using supporting details from text.
- Infer, interpret, and analyze details from text.

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.
- Items assess 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 C³* 3.4d Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

Which question is the reader left with at the end of the passage?

A Where did the Cherokee live before moving to Oklahoma?

B Did the Cherokee have to walk far to reach Oklahoma?

C Did the legend of the rose rock comfort the Cherokee?

D What led to the Cherokee losing their land?

Depth of Knowledge: 2
Correct Answer: D

From "A Diary of Rainey T. Wells"

Why does the narrator state that everyone will soon know about Stubblefield?

A The narrator thinks Stubblefield will broadcast his name with the new invention.

B The narrator has been telling many people about Stubblefield's new invention.

C The narrator thinks Stubblefield will name the new invention after himself.

D The narrator believes Stubblefield's invention will make him famous.

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Depth of Knowledge: 3
Correct Answer: A

From "Save Those Spots!"

Why did the founders of this race <u>most likely</u> decide to host a race with cheetahs as well as with people?

A to attract crowds

B to add an element of danger

C to attempt to break a speed record

D to provide exercise for the 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:

4. Analysis and Evaluation

   e. Recognize and evaluate structural patterns found in a literary work (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 phrases, sentences, and/or wording from the selection.
- Test item may include charts or tables.

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 either the student to identify either a problem or an actual or plausible solution 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 C³* 3.4e Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A Clear View"

What is the main effect of Armand's challenge?

A Rosalinda makes a fabulous wedding gown.

B Rosalinda wants him to be her future husband.

C Rosalinda is seen as unattractive by the villagers.

D Rosalinda decides to ignore her personal appearance.

Depth of Knowledge: 2
Correct Answer: A

From "The Legend of the Cherokee Rose Rock"

How does the author structure paragraph 1?

A by comparing and contrasting a rock rose with a real rose

B by listing the sequence of the development of a rock rose

C by discussing problems that rose rocks cause in Oklahoma

D by showing what causes rose rocks to be found in Oklahoma

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Depth of Knowledge: 2
Correct Answer: D

From "A Diary of Rainey T. Wells"

Which accurately contrasts the townspeople's attitudes <u>before</u> and <u>after</u> Nathan's demonstration?

A At first, they put little faith in the invention and are embarrassed to be proven incorrect.

B At first, they believe the demonstration is a joke and become skeptical of its legitimacy.

C At first, they are curious about Nathan's box and are frightened when it begins making noise.

D At first, they do not take Nathan's work seriously and are stunned to realize that his invention works.

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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 stated facts, inferences supported by evidence, and opinions in text.

Item Specifications:

Emphasis:

- Determine facts and opinions, and make inferences supported by evidence from text.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require the student to use key concepts to distinguish facts, inferences, and opinions.

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.
- Distractors for fact/opinion items will be based on statements representing facts/opinions from text.

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***Oklahoma C³* 3.4f Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "The Legend of the Cherokee Rose Rock"

Which statement is an <u>opinion</u>?

A Indeed, this rose is a rock.

B It marked the end of what is known as the "Trail of Tears."

C Much of the journey took place in the winter.

D The memory of the flower would comfort his people.

Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

Which of these describes a <u>fact</u>?

A I did not watch the tryouts . . .

B I was amazed by the enthusiasm and skill . . .

C . . . her face lit up with joy.

D . . . she loved the sport.

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Depth of Knowledge: 2
Correct Answer: D

From "A Passion for Petals"

Which statement from the passage is an <u>opinion</u>?

A Certain types have one color on the main body of the petals . . .

B Tulips are grown from bulbs rather than seeds . . .

C Some were even named after famous naval admirals.

D They brighten up any type of garden.

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Oklahoma C³ Standard:

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

Oklahoma C³ Objective:

1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.

   a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

   b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

Item Specifications:

Emphasis:

- Analyze characteristics of various literary forms.

Stimulus Attributes:

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

Content Limits:

- The selection must contain sufficient information for the reader to identify and analyze the characteristics of a variety of genres.
- Selections may be short story, novel, drama, poetry, nonfiction, autobiography, biography, fable, folk tale, mystery, and myth.

Format:

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

Distractor Domain:

- Incorrect answer choices (distractors) present 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 C³* 4.1a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "A Clear View"

This is a folk tale rather than a short story because

A there is a problem and a solution.

B someone is beautiful and talented.

C there is dialogue among characters.

D someone is achieving an impossible task.

Depth of Knowledge: 2
Correct Answer: D

From "An Undependable Friend"

The reader can tell that "An Undependable Friend" is a poem because it

A has a setting involving both place and time.

B has several examples of visual imagery.

C has a conclusion stating the main idea.

D has stanzas rather than paragraphs.

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Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

Which characteristic of the passage makes it a short story rather than a folk tale?

A a happy ending

B figurative language

C a setting in the present

D dialogue among characters

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***Oklahoma C³* 4.1b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

What type of fiction is this passage?

A folk tale
B biography
C realistic fiction
D historical fiction

Depth of Knowledge: 2
Correct Answer: C

From "A Clear View"

What element of a folk tale is displayed in this passage?

A The plot is complex with many characters.
B It contains magical creatures or objects.
C It is set in a faraway land in the past.
D An event in nature is explained.

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Depth of Knowledge: 2
Correct Answer: D

From "A Diary of Rainey T. Wells"

Which element of an autobiography is displayed in this passage?

A It is set in the past.

B It describes a man in history.

C It is organized in chronological order.

D It is written in first person point of view.

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Oklahoma C³ Standard:

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

Oklahoma C³ Objective:

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
   a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
   b. Identify and explain internal and external conflict in the development of a story.

Item Specifications:

Emphasis:

- Use elements of fiction as a tool for comprehension including setting, characters, goal, plot, conflict, resolution, setting, and theme.

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, 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 based on the text.
- Items may supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Story 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.

Distractor Domain:

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

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***Oklahoma C³* 4.2a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: A

From "A Clear View"

Which <u>best</u> describes Armand?

A observant, wise, confident
B witty, competitive, young
C angry, amused, proud
D shallow, calm, rich

Depth of Knowledge: 3
Correct Answer: C

From "An Undependable Friend"

What is the theme of the poem?

A The wind can bring relief on a hot day.
B Wind can often spoil a good time.
C Wind is unlike a trusted friend.
D The wind is usually reliable.

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Depth of Knowledge: 3
Correct Answer: A

From "A Clear View"

What is the theme of the passage?

A True beauty comes from within.

B Hard work has its own rewards.

C Treat others with kindness.

D Beauty fades over time.

Depth of Knowledge: 3
Correct Answer: D

From "A True Friend"

Which <u>best</u> represents the theme of the passage?

A . . . though I felt bad, I refused to look at her.

B . . . I was amazed by the enthusiasm and skill of Julie's cheering.

C . . . Julie enthusiastically lead cheer after cheer.

D . . . I realized there was room in Julie's life for all of us.

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***Oklahoma C³* 4.2b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A Clear View"

Which is a part of the rising action?

A Rosalinda refuses many marriage proposals.
B Armand arrives in town with a challenge.
C Armand proposes marriage to Rosalinda.
D Rosalinda accepts the ring from Armand.

Depth of Knowledge: 2
Correct Answer: D

From "A True Friend"

What creates the internal conflict in "A True Friend"?

A impatience
B laziness
C greed
D fear

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Depth of Knowledge: 2
Correct Answer: A

From "The Legend of the Cherokee Rose Rock"

Which <u>best</u> describes the Great Spirit's internal conflict?

A sympathy

B courage

C revenge

D distress

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Oklahoma C³ Standard:

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

Oklahoma C³ Objective:

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.

Item Specifications:

Emphasis:

- Identify author's point of view (e.g., supports issue/problem, opposes issue/problem, or neutral/presents both sides).
- Identify author's purpose (e.g., to persuade, entertain, or inform).
- Determine author's opinion as differentiated from a fact or opinion.

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 either stated or implied in the text.

Distractor Domain:

- In items assessing author's point of view, incorrect answer choices (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 C³* 4.2c Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "The Legend of the Cherokee Rose Rock"

What is the author's purpose in "The Legend of the Cherokee Rose Rock"?

A to persuade the reader to obtain a rose rock

B to inform the reader about the history of a rock

C to persuade the reader to learn how rocks are formed

D to inform the reader about people who study rose rocks

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

What is the author's purpose in "A True Friend"?

A to persuade the reader to try new activities

B to inform the reader how to become a cheerleader

C to entertain the reader with a story about friendship

D to persuade the reader that cheerleading is a difficult sport

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Depth of Knowledge: 2
Correct Answer: A

From "Save Those Spots!"

What is <u>most likely</u> the author's purpose?

A to inform the reader of an annual event

B to entertain the reader with an unusual story

C to persuade the reader to participate in a race

D to inform the reader about endangered animals

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Oklahoma C³ Standard:

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

Oklahoma C³ Objective:

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   d. Connect, compare, and contrast ideas, themes, and issues across texts.

Item Specifications:

Emphasis:

- Use knowledge about similarities and differences of ideas and themes between texts as a tool in comprehension.

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.
- The selections must contain sufficient information to identify connections (e.g., cause and effect) within texts; two 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 C³* 4.2d Sample Test Items**:

Depth of Knowledge: 3
Correct Answer: C

From "Brilliant Reminder" and "A Passion for Petals"

What do these passages have in common?

A Both discuss the interesting history of tulips.
B Both discuss how expensive tulips used to be.
C Both discuss the bright and varied colors of tulips.
D Both discuss the best planting conditions for tulips.

Depth of Knowledge: 3
Correct Answer: A

From "Brilliant Reminder" and "A Passion for Petals"

How are these passages similar?

A Both describe how tulips grow.
B Both discuss the history of tulips.
C Both discuss the population of tulips.
D Both compare tulips to other flowers.

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Depth of Knowledge: 3
Correct Answer: C

From "A Diary of Rainey T. Wells" and "A Clear View"

In "A Diary of Rainey T. Wells" and "A Clear View," what do Stubblefield and Rosalinda have in common?

A lack of fame

B focus on detail

C a passion for their work

D a respect from the public

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Oklahoma C³ Standard:

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

Oklahoma C³ Objective:

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
   a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
   b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
   c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
   d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
      - Imagery: the use of language to create vivid pictures in the reader's mind.
      - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

Item Specifications:

Emphasis:

- Construct meaning from figurative language and sound devices used in texts.
- Identify author's technique (e.g., 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:

- Narrative texts and poetry that include the use of figurative language (specifically, simile, metaphor, personification, dialect, and idioms) are used.
- The poem must contain sufficient information for the reader to identify and interpret it by its characteristics.

Format:

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

Distractor Domain:

- Incorrect answer choices (distractors) are plausible, but illogical interpretations of the figurative language based on context or literal interpretations of figurative language.
- 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 C³* 4.3a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A True Friend"

In paragraph 7, what does "a red stain" represent?

A becoming very angry about something

B becoming embarrassed from shame **C**

being badly sunburned

D being ill with fever

Depth of Knowledge: 2
Correct Answer: C

From "A True Friend"

In paragraph 7, the idiom "pushed her away" means that the narrator

A shoved past Julie in the hall.

B stopped thinking about Julie.

C refused to be friends with Julie.

D walked away from Julie in class.

Depth of Knowledge: 1
Correct Answer: C

From "An Undependable Friend"

The first line of each stanza is

A a simile.

B alliteration.

C a metaphor.

D onomatopoeia.

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Depth of Knowledge: 2
Correct Answer: B

From "A Diary of Rainey T. Wells"

"What's ol' Nate going to do this time, make it snow gumdrops?"

According to the passage, the phrase <u>make it snow gumdrops</u> is used to show that Stubblefield's inventions are

A necessary.

B worthless.

C thoughtful.

D temporary.

Depth of Knowledge: 2
Correct Answer: C

From "Brilliant Reminder"

All of these phrases personify tulips <u>except</u>

A Decorating the earth with beauty

B They announce it with a shout

C Placed in the ground in autumn

D They wait in the dirt and the dust

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***Oklahoma C³* 4.3b Sample Test Items**:

Depth of Knowledge: 1
Correct Answer: B

From "An Undependable Friend"

The phrases "fickle friend" and "temper tantrum" are examples of

A onomatopoeia.

B alliteration.

C rhyme.

D simile.

Depth of Knowledge: 3
Correct Answer: C

From "Brilliant Reminder" and "An Undependable Friend"

How does the rhyme in the poems compare?

A Both are rhymed.

B Both are unrhymed.

C One is rhymed and one is not.

D They have the same rhyme scheme.

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Depth of Knowledge: 2
Correct Answer: A

From "An Undependable Friend"

Which is a metaphor?

A Wind is a friend that you cannot quite trust

B Destroying anything in its path

C First bringing welcome relief

D On days of endless summer heat

Depth of Knowledge: 2
Correct Answer: D

From "Brilliant Reminder"

What is the rhyme scheme of "Brilliant Reminder"?

A aabb

B abba

C abca

D abcb

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***Oklahoma C³* 4.3c Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "Brilliant Reminder"

In the poem "Brilliant Reminder," the reminder is

A a whisper.
B a box of crayons.
C the colorful tulips.
D the arrival of warmth.

Depth of Knowledge: 2
Correct Answer: D

From "Brilliant Reminder"

Which <u>best</u> describes this poem?

A cinquain
B diamante
C free verse
D rhymed verse

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Depth of Knowledge: 2
Correct Answer: B

From "Brilliant Reminder"

Beginning with line 2, every other line of "Brilliant Reminder" describes which characteristic of poetry?

A verse

B rhyme

C stanza

D phrase

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***Oklahoma C³* 4.3d Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

What does the phrase "following her heart" mean in paragraph 7?

A doing what she thinks is right

B doing what will make her popular

C doing what her friends want of her

D doing what her parents want her to do

Depth of Knowledge: 2
Correct Answer: C

From "Brilliant Reminder"

According to the poet, tulips are a symbol for

A the warm weather.

B a welcome surprise.

C a promise of spring.

D the explosion of color.

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Depth of Knowledge: 3
Correct Answer: D

From "An Undependable Friend"

What effect does the line "Just to lightly ruffle your hair" have?

A It hints of a warm spring day.

B It reminds the reader of a certain event.

C It warns that harsher winds will come soon.

D It creates a picture in the mind of the reader.

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

   a. Use library catalogs and computer databases to locate sources for research topics.

   b. Access information from a variety of primary and secondary sources to gather information for research topics.

Item Specifications:

Emphasis:

- Use informational resources to access information.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.
- Test items may include simulated research materials.

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 6 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 also be such sources as films or places to visit (e.g., historic sites and museums).

Distractor Domain:

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

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***Oklahoma C³* 5.1a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "Save Those Spots!"

Which type of database would <u>most likely</u> contain information related to paragraph 2?

A Science

B History

C Math

D Art

Depth of Knowledge: 2
Correct Answer: C

From "A Diary of Rainey T. Wells"

To find more information about Nathan Stubblefield, a student should use a computer database to look for

A diary entries.

B research topics.

C full text articles.

D chapter book citations.

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Depth of Knowledge: 2
Correct Answer: B

From "A Diary of Rainey T. Wells"

Title:	The history of radio/by Tom Harvey.
Author:	Harvey, Tom.
Call Number:	J791.4 HARVEY
Publisher:	Dallas : Smith Publishing, Inc., c 1998.
Description:	352 p. : 24 cm.
Notes:	Includes index.
Summary:	Provides a history of radio from its invention to the present.
Format:	Juvenile

Which two lines on the card catalog indicate that this book would be useful in researching Nathan Stubblefield?

A Author and Format

B Title and Summary

C Call Number and Notes

D Publisher and Description

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***Oklahoma C³* 5.1b Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: B

From "A Diary of Rainey T. Wells"

Which resource would <u>most likely</u> provide information about the development of radio technology?

A a magazine article: "At Home with Radio: Programs of the 1930s & 1940s"

B a science magazine article: "Inventors Who Prepared the Way for Radio"

C a manual: *Repair Your Own Radio and Television Set in Ten Easy Steps*

D a book: *Radio, TV, & Computers: How Media Changed the World*

Depth of Knowledge: 2
Correct Answer: B

From "The Legend of the Cherokee Rose Rock"

Which Web page would give the <u>most</u> information about the Trail of Tears?

A *National Historic Trails*

B *Accounts of the Trail of Tears*

C *State Parks Along the Trail of Tears*

D *The History of Trails in Northwest Georgia*

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Depth of Knowledge: 2
Correct Answer: A

From "A True Friend"

Which source would be <u>most</u> helpful in researching a paper on the history of cheerleading?

A a book: *Cheerleading: From Humble Beginnings to Modern Sport*

B an online site: *Ways to Build Your Cheerleading Squad into a Team*

C an interview: "High School Cheerleader Champs Share their Secrets"

D a magazine article: "Too Much Pressure? Teens Work to Make the Cut"

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

   c. Use organizational strategies as an aid to comprehend increasingly difficult content material.

   d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.

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

Item Specifications:

Emphasis:

- Understand text and technological features and organizational references and format.
- Identify use of persuasion, propaganda, and faulty reasoning or misleading information.

Stimulus Attributes:

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

Content Limits:

- 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 identify the author's technique.

Distractor Domain:

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

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***Oklahoma C³* 5.1c Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: D

From "The Legend of the Cherokee Rose Rock"

Which paragraph could have the subheading "The Legend"?

A 1

B 2

C 3

D 4

Depth of Knowledge: 2
Correct Answer: B

From "A Diary of Rainey T. Wells"

The author includes dates as subheadings to show the reader that

A Stubblefield encountered problems that took 10 years to resolve.

B Stubblefield's public demonstration took place 10 years later.

C Stubblefield's work on his invention stopped for 10 years.

D Stubblefield worked on other inventions for 10 years.

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Depth of Knowledge: 2
Correct Answer: C

From "A Passion for Petals"

Based on the information in paragraphs 3 and 4, which subheading would be <u>most</u> appropriate for <u>both</u> paragraphs?

A Naming the Glamorous Flowers

B Trading Treasures for Bulbs

C The Spread of a Fad

D A Hit in Holland

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***Oklahoma C³* 5.1d Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: A

From "Save Those Spots!"

If the author convinces the reader to send money to save the cheetahs, the author is using which technique?

A persuasion

B propaganda

C faulty reasoning

D misleading information

Depth of Knowledge: 2
Correct Answer: B

From "A Passion for Petals"

Based on the passage, which persuasive strategy was influencing the people of Holland to sacrifice so much for tulips?

A testimonial

B bandwagon

C name calling

D emotional appeal

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Depth of Knowledge: 2
Correct Answer: A

From "A Diary of Rainey T. Wells"

If Nathan had asked Rainey to promote his great invention, this type of propaganda would be considered

A testimonial.

B bandwagon.

C name calling.

D misleading information.

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***Oklahoma C³* 5.1e Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: A

From "A Passion for Petals"

How does the author help the reader with unknown words?

A by placing footnotes on the page

B by writing words in bold print

C by underlining them

D by italicizing them

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

Which bibliography entry from the passage <u>most likely</u> gives additional information about the "Trail of Tears"?

A Hahn, Samual. Legends of the Cherokee. New York: American Publishing, 2001.

B Hicks, Lynn. Oklahoma History. Washington, D.C.: Frank, 2003.

C Pelmen, Peter. "Native American: Land Loss." American History Magazine Nov.-Dec. 2005: 33-39.

D Potyrala, Linda. "Cherokee Rose Rock." Native American Magazine Summer 2009: 4-7.

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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—The student will analyze and evaluate information from a variety of sources.

   a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).

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

Item Specifications:

Emphasis:

- Use note cards, charts, outlines, and graphs.
- Identify reference sources.

Stimulus Attributes:

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

Content Limits:

- The selection must be substantive enough to allow for the type of study strategy called for in the item (note cards, charts, outlines, graphs).
- Narrative and expository texts are used.

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 use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, boldfaced 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 are extraneous or irrelevant information from the text or implied by the text.

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***Oklahoma C³* 5.2a Sample Test Items**:

Depth of Knowledge: 2
Correct Answer: C

From "The Legend of the Cherokee Rose Rock"

Which would <u>most</u> help a student prepare a report about the passage?

A a timeline of statehood events

B a list of rocks found in Oklahoma

C a notecard summarizing the legend

D a map of the United States showing Oklahoma

Depth of Knowledge: 3
Correct Answer: A

From "A Passion for Petals"

There are more than 100 species of wild roses. The flowers of most roses have five petals. Rose petals are usually white or pink, but in a few species they are yellow or red. Along the stems of roses are sharp thorns. Most species thrive in mild climates.

Which would <u>best</u> help a student compare the information from paragraph 2 of the passage with the information above?

A a chart showing the characteristics of tulips and roses

B a bar graph illustrating the colors of tulips and roses

C a story map outlining a narrative about flowers

D a list describing the petals of different flowers

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Depth of Knowledge: 3
Correct Answer: B

From "Save Those Spots!"

Race for Recycling is an annual race in Clean City, Oklahoma. The event strives to raise funds to educate people about the importance of recycling. Money raised helps support education programs in elementary schools. More than 1,000 runners participated in last year's 3-mile race.

Which would <u>best</u> help a student compare the information above with the information in "Save Those Spots!"?

A notecards with details for each event

B a chart displaying details for each event

C a map identifying the locations of each event

D graphs showing the money raised for each event

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***Oklahoma C³* 5.2b Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: D

From "A Passion for Petals"

Which citation correctly credits the information source?

A "Tons of Tulips." Melissa Carter. Petals. Jan. 2004: 22-24.

B Melissa Carter. Petals. "Tons of Tulips." Jan. 2004: 22-24.

C "Tons of Tulips." Petals. Carter, Melissa. Jan. 2004: 22-24.

D Carter, Melissa. "Tons of Tulips." Petals. Jan. 2004: 22-24.

Depth of Knowledge: 2
Correct Answer: C

From "A Clear View"

If this folk tale were found in a book, which citation correctly credits the source?

A Ted L. Grant. Folktales from Around the World. Valley Press, Quebec: 1995.

B Folktales from Around the World. Grant, Ted L. Valley Press, Quebec: 1995.

C Grant, Ted L. Folktales from Around the World. Quebec: Valley Press, 1995.

D Folktales from Around the World. Ted L. Grant. Quebec: Valley Press, 1995.

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Depth of Knowledge: 2
Correct Answer: B

From "Brilliant Reminder"

If this poem were found in a magazine, which citation correctly credits the source?

A "Brilliant Reminder." Mantica, Gail. Seasons Magazine Spring 2007: 21-21.

B Mantica, Gail. "Brilliant Reminder." Seasons Magazine Spring 2007: 21-21.

C Gail Mantica. "Brilliant Reminder." Spring 2007: 21-21, Seasons Magazine.

D Seasons Magazine. "Brilliant Reminder." Gail Mantica, Spring 2007: 21-21.

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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—The student will analyze and evaluate information from a variety of sources.

   c. Determine the appropriateness of an information source for a research topic.

   d. Summarize information from multiple sources into a research paper.

Item Specifications:

Emphasis:

- Make connections between sources.
- Identify appropriate sources to use given a research topic.

Stimulus Attributes:

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

Content Limits:

- The selections must contain sufficient information for the reader to make connections between the texts.
- Expository texts are used.

Format:

- Items require the student to analyze, synthesize, evaluate, and paraphrase information from multiple sources.
- Items require students to make a connection between texts.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but ineffective comparisons between texts and have incorrect information related to the sources in question.

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***Oklahoma C³* 5.2c Sample Test Item**:

Depth of Knowledge: 2
Correct Answer: B

From "Save Those Spots!"

Which source would provide the <u>most</u> recent information about the Cheetah Challenge Race?

A a map of Cape Town, South Africa

B a magazine article: "An Update on the Cheetah Challenge Race"

C a book about the historical customs of Cape Town, South Africa

D a brochure: "The Fastest Cheetah Ever in the Cheetah Challenge Race"

Depth of Knowledge: 2
Correct Answer: D

From "A Passion for Petals"

If a student wanted to research tulip popularity today, which source would provide the <u>most</u> current information?

A library book

B online encyclopedia

C new edition of a printed encyclopedia

D library database with magazine articles

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Depth of Knowledge: 2
Correct Answer: C

From "A Diary of Rainey T. Wells"

Which source would provide the <u>most</u> information about the person credited with inventing the radio?

A a brochure from a national museum for inventors

B a current book about modern day radio broadcasts

C a magazine article about how the radio changed the world

D a timeline displaying important inventions from past years

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***Oklahoma C³* 5.2d Sample Test Item**:

Depth of Knowledge: 3
Correct Answer: A

From "Brilliant Reminder" and "A Passion for Petals"

Which idea is expressed in <u>both</u> passages?

A Tulips are planted in the fall and bloom in the spring.

B Tulips were often named after famous naval admirals.

C Tulips come in many bright colors, much like crayons.

D Tulips became popular and expensive in the 19th century.

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Depth of Knowledge: 3
Correct Answer: A

From "A Passion for Petals"

Each spring, tulip festivals are held all over North America. Many of these festivals honor our Dutch-American immigrants by celebrating Dutch heritage and culture. Some events include Dutch Dance performances, parades, concerts, Dutch food, and, of course, lots and lots of tulips.

—excerpt from an outside source

Which statement <u>best</u> summarizes the information above and the information from paragraph 5 of the passage?

A Tulips are still popular today. People grow tulips in their yards, and some even celebrate the tulip's heritage by attending a tulip festival.

B Tulips are less expensive today. They are easy to grow and remind people of spring. To celebrate tulips, many people attend tulip festivals.

C Tulips brighten up gardens and lives. Tulip festivals are held in the spring all over North America. Festivals are a fun way to brighten up a life.

D Many tulip festivals celebrate Dutch heritage by featuring Dutch dancing, Dutch food, parades and tulips. People love tulips today, just as they have for years.

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Depth of Knowledge: 3
Correct Answer: D

From "A Diary of Rainey T. Wells"

Radio was invented as a result of the discovery of "radio waves." Radio waves are electromagnetic waves that can transmit music, speech, pictures, and other data invisibly through the air. Many inventions work by using electromagnetic waves including: radio, microwaves, cordless phones, remote controlled toys, and more.

—excerpt from an outside source

Which statement <u>best</u> summarizes the information above and the information from paragraph 16 of the passage?

A Nathan used radio waves to make his wireless creation work. Today they are used for various devices in everyday life.

B Radios use electromagnetic waves to transmit sounds invisibly through the air. Other inventions work using this same technology.

C Nathan discovered how to use radio waves. He demonstrated this from a steamboat on the Potomac River in 1902. People a mile away were able to hear his voice.

D Nathan developed a way to transmit his voice using radio waves. He demonstrated his discovery on a steamboat on the Potomac River. Today that same technology is used in many inventions.

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