OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

Reading
Grade 8

2013–2014 Edition

OKLAHOMA
STATE DEPARTMENT of EDUCATION
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OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

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Purpose

The purpose of the Grade 8 Reading test is to measure Oklahoma eighth-grade students' level of proficiency in reading. On the test, students are required to respond to a variety of items linked to the standards of the eighth-grade reading content skills identified in the Oklahoma Academic 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 Academic Standards.

Oklahoma Academic Standards Standards and Objectives
Vocabulary • Words in Context (1.1) • Word Origins (1.2) • Idioms and Comparisons (1.3)
Comprehension/Critical Literacy • Literal Understanding (3.1) • Inferences and Interpreting (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	50	50	
Reading	50	50	
Science	45	45	
U.S. History	50	50	

Test Alignment with Oklahoma Academic Standards

Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards and Objectives
1. Categorical Concurrence The test is constructed so that there are at least six items measuring each OAS 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 OAS objective.
3. Range of Knowledge Correspondence The test is constructed so that at least 75% of the objectives for each OAS 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 OAS standard and/or OAS 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 OAS objective or OAS concept being assessed, not from specialized knowledge or cultural background of the test taker.

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Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 8 Reading
Test Blueprint
School Year 2013–2014

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

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	**6**	**12%**
1.1 Words in Context	2	
1.2 Word Origins	2	
1.3 Idioms and Comparisons	2	
3.0 Comprehension/Critical Literacy	**21**	**42%**
3.1 Literal Understanding	4-5	
3.2 Inferences and Interpretation	4-6	
3.3 Summary and Generalization	5-7	
3.4 Analysis and Evaluation	6-8	
4.0 Literature	**15**	**30%**
4.1 Literary Genre	4-5	
4.2 Literary Elements	5-7	
4.3 Figurative Language/Sound Devices	4-6	
5.0 Research and Information	**8**	**16%**
5.1 Accessing Information	4	
5.2 Interpreting Information	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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

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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%

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

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

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

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

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.

Writing Test

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

Grade 8 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 8 Reading

Test Session

	Approximately:
Distributing books, reading directions	15 minutes
Administering the Reading Test	95–115 minutes
Total:	110–130 minutes

Grade 8 U.S. History

Test Session

	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the Test	60–80 minutes
Total:	80–100 minutes

Grade 8 Science

Test Session

	Approximately:
Distributing books, reading directions	15 minutes
Administering the Test	60–80 minutes
Total:	75–95 minutes

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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.

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 Academic 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.

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General Considerations

It is necessary to create test items that are reliable, fair, and targeted to the Oklahoma Academic 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 Academic 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.

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 As, Bs, Cs, and Ds. 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.

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

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

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

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

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 Academic 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 is obtained as necessary.

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

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

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

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Readability

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed.

Grades 3 and 4 use the following formulas: Flesch-Kincaid Grade Level, Spache, or any other formula that is deemed appropriate. Grades 5–8 determine the readability level of their passages using the following formulas: Dale-Chall, Flesch-Kincaid Grade Level, Smog, or any other formulas considered reliable.

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

Vocabulary

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

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

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

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Overview of Item Specifications

For each OAS standard, item specifications are organized under the following headings:

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

The headings "OAS Standard" and "OAS Objective" state the standard and objective being measured as found in the Reading section of the Oklahoma Academic 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 Academic Standards

LANGUAGE ARTS

Grade 8

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 expand vocabulary through word study, literature, and class discussion.

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

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

2. Word Origins—Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.
   Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as *lasso, tortilla,* and *patio* and investigate why these particular words were adopted from the Spanish.

3. Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

   a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace* or *as plain as day*.

   b. Analogies: comparisons of the similar aspects of two different things.

   c. Metaphors: implies comparisons, such as, *The cup of hot tea was the best medicine for my cold*.

   d. Similes: comparisons that use *like* or *as*, such as, *The ice was smooth as glass before the skaters entered the rink.*

***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 materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

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2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).

3. Increase reading speed and comprehension through daily, independent reading.

4. Read silently for increased periods of time.

5. Use punctuation as a cue for pausing and characterization while reading.

Standard 3: Comprehension—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 knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

1. Literal Understanding

   a. Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

      - Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand.

      - Preview the text and use prior knowledge and experience to make connections to text.

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

2. Inferences and Interpreting

   a. Make inferences and draw conclusions supported by text evidence and student experiences.

   b. Connect, compare, and contrast ideas, themes, and issues across texts.
      Example: Use graphic organizer to show comparisons.

3. Summary and Generalization

   a. Determine the main (or major) idea and how those ideas are supported with specific details.

   b. Paraphrase and summarize text to recall, inform, or organize ideas.

4. Analysis and Evaluation

   a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.

   b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).

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c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.

d. Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.

e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.

f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.

*5. Monitoring and Correction Strategies

a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.

b. Make, confirm, and revise predictions when reading.

c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, 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 the ideas and connect them to other literary works. Participate 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, lyric poetry, nonfiction, historical fiction, and informational texts.

   b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.

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

   a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.

   b. Identify and explain various points of view and how they affect a story's interpretation.

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

   a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

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b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.

*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 determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.

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

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

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.

b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.

c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.

d. Note instances of persuasion, propaganda, and faulty reasoning in text.

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

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

b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.

c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).

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

e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

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Reading Passages

In a Class of Their Own

1 Animals are classified into two main categories: vertebrates and invertebrates. Within each category, animals are further classified by their various characteristics. Animal groups that are vertebrates are fish, amphibians, reptiles, birds, mammals, marsupials, primates, rodents, cetaceans (whales and dolphins), and others, such as seals. While these animal groups classify a majority of vertebrates, they do not classify all vertebrates. There are two vertebrates native to Australia that scientists initially had trouble classifying. These two are the duckbilled platypus and the echidna.

Their Features and Habits

2 Platypuses and echidnas are similar in several ways. They both have traits that are purely distinctive of mammals. They are covered with hair, have milk glands to nurse their young, and have large brains. They also have traits that are purely distinctive of reptiles. They lay eggs, and their body temperatures change based upon their surroundings. While platypuses and echidnas share these traits, they differ from one another in other important ways.

3 Platypuses live near streams, rivers, and lakes where their unique bodies benefit them. Platypuses have a bill, or beak, that enables them to find crayfish, shrimp, tadpoles, and fish to eat. They also have webbed feet with claws that allow them to swim while in the water and to walk and burrow holes while on land. In addition, platypuses have large, flat tails similar to a beaver's that allow the platypus to store food like camels do in their humps.

4 Echidnas live on land near rocks, hollow logs, or the roots of trees where their unique bodies benefit them. Echidnas have an elongated snout that enables them to break up logs and insect mounds in order to find termites to eat. They also have short, stocky limbs with clawed feet, allowing them to dig holes and search for food. In addition, echidnas have spines covering their bodies that protect them from predators, as do porcupines and hedgehogs.

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Caring for Their Young

5 The female platypus digs a hole to nest her young. Inside the hole, she places vegetation to secure her eggs. Before she lays her eggs, she will close any access to the nesting hole to protect the eggs from predators and to provide a stable temperature for the eggs to hatch. She will lay one to three eggs and incubate them by curling her warm body around them. Once the eggs hatch, the young platypuses are nursed by their mother's milk for approximately three to four months. After this time, the young platypuses are ready to explore the water and land of the outside world.

6 The female echidna develops a simple pouch to carry her young. This pouch is where she will lay a single egg. Within ten days this single egg will hatch; however, the young echidna will stay in its mother's pouch for another three months. After this time, the young echidna will have developed its spikes and leave its mother's pouch, but it will still nurse from its mother's milk for several more months. During this nursing period, the young echidna will begin to eat the termites and ants that will soon become its sole diet.

Their Discovery and Classification

7 Platypus specimens were first brought to England from Australia in the late 1700s to early 1800s. Scientists were unsure how to classify this new animal, and many believed the animal to be a <u>fraud</u>. It took almost a century before scientists were able to agree that the platypus was indeed a mammal. The feature that settled the debate over classifying the platypus is the fact that platypus young are nursed by their mother's milk, a trait unique to mammals. Because echidna young are also nursed by their mother's milk, they too are classified as mammals.

8 However, platypuses and echidnas are a special <u>order</u> of mammal known as "monotremes." Monotremes differ from other mammals in that monotremes lay eggs like birds or reptiles do. They are also found only in Australia and New Guinea. Because of their uniqueness, platypuses and echidnas are in a class all by themselves.

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Summer

My locker door slams shut one last time—
Summer days are here!
I walk out of the building
Full of chalkboards, books and pencils,

Whose halls are empty now except for
Crumpled up papers drifting down the hall
In the afternoon breeze
Like tumbleweeds in the desert.

I leave behind the cafeteria
With its scent of overcooked hamburgers
And bleach
And the desks in classrooms
Marching down strict rows like soldiers.

My feet carry me forward to days at the pool
With inviting sparkling blue water
With fresh-squeezed lemonade
For a parched summer throat.

Carrying my backpack stuffed with old tests and essays, I walk towards home,
Towards catching fireflies at night
And playing flag football in the park.

No more alarms when it's still dark outside,
No more raising hands to speak,
No more walking in straight lines,
No more tucked in shirts and ironed pants.

Summer means shorts, sandals, sunshine,
T-shirts, and swim trunks
Freedom to run, to shout, to play
Weeks to sleep in, and then to be bored.

By August, I'll have had enough of swimming,
Of eating, of games, of movies, of reading.
By August, I'll be ready for that building again,
With the smell of fresh erasers and new school supplies—

But not now.

Now . . . it's time for summer.

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Summer Time

1 Bobby stared out the window as the bus bounced down the bumpy dirt road. Summer was here and that meant a two-month stay in the country to live with his grandfather, helping him on his farm. Bobby had dreaded this trip all year. Most of his friends were looking forward to going to the pool and playing baseball, but all Bobby had to look forward to was picking squash and sweating in the corn fields. What could he possibly enjoy about a summer in the country?

2 He woke up on his first morning in the old creaky house to the sight of a daddy-longleg spider scuttling across his ceiling. He groaned, dragged himself out of bed, and trudged to the back porch. The morning sun peeked over the horizon. A gentle mist was a blanket rising from the little creek and covering the nearby fields. As the sun rose, Bobby could hear the crickets chirping and an orchestra of sounds from other insects as they began their rising and falling hum.

3 He stood for a while, looking at the rabbits running through the garden, and heard his grandfather limp up behind him and say, “Right pretty sight, isn’t it, son?” Bobby was surprised to hear his grandfather noticing the beauty of the morning. He was a gruff man and lived alone out on the farm. His grandfather took a deep breath, smiled, and said, “Well, we’d better get to it—it’s gonna be a <u>scorcher</u> today.”

4 They walked out to the garden with their baskets. The damp earth made black crescents under Bobby’s fingernails as he worked, the damp scent filling his nose. His grandfather was happily whistling a song out of tune and again Bobby paused to wonder at his grandfather’s enthusiasm for something considered a chore by most people.

5 Later that afternoon, after a lunch of sandwiches, his grandfather turned to him and asked, “You ever been fishing?” When Bobby shook his head, his grandfather walked off to the shed that stood hunched in the shadow of the big oak tree and pulled out two rods and reels and a tackle box. He motioned at Bobby to follow him and they walked out into the field, down a hill, and to the stream Bobby had noticed earlier. His grandfather sat down on a boulder and showed Bobby how to bait his line. They sat in companionable silence, with Bobby feeling as though he had met his grandfather for the first time. His grandfather obviously loved his life in the country. Bobby knew his friends were sitting next to the pool, laughing and joking, with music blaring and the clear blue chlorinated water shining

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below them —while his own feet dangled in a creek bed full of brown water with red clay silt. He expected to feel jealous but somehow, with the warm sunlight on his back and the chirping of the birds around him, he didn't. In fact, he was beginning to think this might be a better place to be after all. And he smiled into the water, relaxing into his new experience of summer.

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Dolores Huerta: Champion of the People

1 "Si se puede; Yes, it can be done!" The motto of the United Farm Workers describes the life of its co-founder Dolores Huerta. Born in 1930, Huerta grew up in Stockton, California, where her energetic mother worked two jobs to support the family. During the 1940s, Huerta's mother's commitment and determination provided her the ability to open a restaurant and then a hotel. Free rooms at the hotel were often provided for farm worker families. Huerta's mother felt strongly that women should be actively involved in helping others.

2 Huerta attended college and received a teaching certificate. She did not remain in teaching very long, however, deciding that she would help her community in another important way. In 1955, she joined Fred Ross, Sr. to form a chapter of the Community Service Organization. This group organized voter registration, fought for the end of segregation[1], and worked for improved public services.

3 Through her work, Huerta met Cesar Chavez, and together they formed the National Farm Workers Association in 1962, which later became known as the United Farm Workers. In 1965, the NFWA joined with over 5,000 workers in a strike known as the "Delano Grape Strike." The strike lasted five years. To create more pressure on the growers, Huerta organized a successful grape boycott across the country. People in the United States were encouraged not to buy grapes until the workers received more money and better living conditions. The problems of the farm worker now came to the attention of the consumer. The loss of sales persuaded growers to agree to cooperate with the farm workers. Through her tireless work, Huerta bargained for contracts that gave farm workers health and benefit plans.

4 However, this is only part of Huerta's story. A woman with incredible energy, she also raised eleven children. They traveled with her as she visited migrant[2] labor camps and attended meetings. As Huerta's children grew older, they helped in the offices and joined in protesting injustices. Huerta earned between $5 and $35 a week only, but her family often received donations of food and clothing. Speaking of those times, Huerta said, "Well, you do it without thinking about it, because if you think about it, you can't do it." Although it was difficult for her, she reminded her children that the sacrifices they were making would help other children in the future.

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5 Because of her achievements, Huerta has received numerous awards. She is in the National Women's Hall of Fame and is considered one of the most important women in the 20th century.

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[1]*segregation*—separation of a group from the rest of society.

[2]*migrant*—one who moves from place to place looking for work.

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Dolores Huerta made a difference in her community. What can you do to make a difference in yours?

How Teens Can Become Community Heroes

	What Dolores Huerta Did to Make a Difference	What You Can Do to Make a Difference
1	Dolores was a Girl Scout.	Join community service clubs or groups in school.
2	Dolores learned about people from other backgrounds and religions.	Learn about others. Give each person you meet an equal and fair chance.
3	Dolores spoke up when she saw unfairness.	Speak out on behalf of those who are treated unfairly.
4	With the Community Service Organization, Dolores helped farm workers get rights and benefits.	Become a volunteer. Visit a home for the elderly, read to children, or cheer patients in a hospital.
5	With the National Farm Workers Association, Dolores worked to obtain better wages, living conditions, and work environments for farm workers.	Stand up for what is right. Write to elected officials about issues such as health and education.
6	Dolores helped grape workers in the Delano Grape Strike which resulted in the first collective bargaining[1] agreement between workers and growers.	Work with a club or civic group. Clean up a park, fix a landmark, or collect books and toys for a children's organization.
7	Dolores helped organize the grape boycott that gave workers the right to organize and bargain for better wages and working conditions.	Recognize the value of your opinions and make positive changes. Join with others to improve the community.
8	At the age of 73, Dolores continued to fight for the rights of immigrants and women.	Never give up. Work for what you believe is right.

[1]*collective bargaining*—bargaining between workers and their employer to decide wages, hours worked, rules, and working conditions.

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Oklahoma's Smoky Mountains

1 Cool mountain breezes sift through the pine trees, filling the air with their natural perfume. Somewhere a bird sings in a tree, a squirrel chatters, and off in the distance, you can hear the soothing sound of rushing water. It has been called one of the most beautiful spots in the country. The Smokies. Tennessee? No, Oklahoma!

2 Chances are, most people have heard of the Great Smoky Mountains National Park in Tennessee, where the mountains stretch for hundreds of miles in any direction. Thousands of people travel to the Smokies each year, staying in lodges, cabins, or camping in tents. By contrast, few people outside of Oklahoma have heard of the "Little Smoky Mountains" in Beavers Bend State Park.

3 Located in the southeastern portion of the state, the beauty of the Little Smoky Mountains even surprises longtime residents of the region. Although the mountains cover several thousand acres, they are far smaller than those in Tennessee. However, it has an important impact on the area, largely due to the Mountain Fork River. This river snakes through the park in such a twisting way that it almost curves back into itself at one point. When rivers circle around, they create what is known as an "oxbow," a kind of u-shaped circle of water adjoining the riverbank.

4 The river provides a superb home for the trout that thrive in cool, mountain rivers. Most fishermen use "flies" to catch the trout. Flies are artificial "bait" that resemble the real food favored by trout. Often, flies are made with small bird feathers and they can be quite colorful. For those who have never fly-fished, the park offers a fly-fishing clinic that will teach beginners everything they need to know.

5 Perhaps a person prefers lake fishing for bass? The park offers this, too, in a reservoir named "Broken Bow Lake." The reservoir covers several thousand acres, and has many superb spots for fishing from the bank or from a boat. However, the bass of Broken Bow Lake are not easily caught and are skilled at stealing the bait off a hook. Many fishermen have planned to catch their supper only to find that they have served *hors d'oeuvre*[1] for the bass, instead. Although the fish may have escaped, the view of the lake, shimmering like multi-colored diamonds at sunset, makes the trip worthwhile.

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6 Built directly on the shore of the lake is Broken Bow Lodge, a rustic hunting lodge with numerous rooms. The lodge was constructed of native cedar and built to resemble the traditional cabin style structure so typical of mountain lodges. So well does it blend in with the natural surroundings, the lodge seems to have grown into its position on the bank. If something even more isolated and rustic is preferred, dozens of cabins dot the park. For those who choose to sleep in tents, the park also features numerous camping sites.

7 The Little Smokies also feature a wide variety of recreational activities other than fishing. A trip to the park would not be complete without a hike on some of the parks trails, ranging from easy to rugged. The Little Smokies have mountain bike trails, jogging trails, and backpacking trails. Of course, for those with less of a desire for roughing it, the park offers swimming areas, volleyball fields, and even tennis courts.

8 The real attraction is the natural landscape that surrounds visitors to the Little Smoky Mountains. If you listen, you might hear a trout leaping from the water to catch a mayfly, or you might see a bald eagle soaring high above the lake, watching with its keen eyes. The shimmering water, the fresh mountain air, and the sunlight filtering through the tall trees create a paradise. The Little Smoky Mountains might have a larger namesake in Tennessee, but Oklahoma's gem is absolutely unique.

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[1]*hors d'oeuvre* (*or dürv*)—an appetizer served before a meal.

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"A New Me"

I sit in the chair, like an oversized doll
And the hairstylist waves her hand
"It'll be so cute!"
"You'll look so fashionable!"
And her scissors gleam like headlights at night.
I open my mouth
To protest her plans
To say, "No way!"
But the words don't come out.

Instead a weak smile cautiously appears
The type that doesn't show your teeth
And my shoulders drop under the weight of
Her determined sales pitch while I nod like a puppet.

The scissors furiously flash and fly and I see my hair
—My waist length brown hair—
My hair
Floating to the ground
Like feathers spinning to earth.
A carpet of my identity lying under my feet
To be swept away.

When she is done, she whisks away the cape and
Spins me in my seat to see a stranger
Looking back at me.
A girl with bigger eyes than I used to have.

And I have to agree, it's not so bad.
In fact, it looks quite nice.
So I embrace the stranger
My reflection
Liking the new me

No longer will my hair hang in long ponytails with ribbons,
Or curl down my back on the first day of school.
Now it will flip up at my shoulders in the newest style
With daring fringes that make it swing and bounce. No
more overalls and sneakers.

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My new hair cries out for a change
And my mother's lips quiver
As our eyes meet in the mirror.

I cannot go back now.
It's done.
I welcome the new me and say thank you politely
And as I walk out, I practice giving my hair a flip with my hand.
It floats back lightly and I begin to smile, the real kind that shows my teeth.
thinking, "Yes. It will do."

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Traveling Around with Meagan

After Almost 50 Years Plant Lover
Polly Hill Creates Garden Masterpiece

1 **Martha's Vineyard, Massachusetts**—Planted on a small section of land near the coast of Massachusetts, over 2,000 different kinds of trees and plants can be found. It is a place of towering trees with dark green bushes that dance in the Massachusetts' sunlight. Green, red, pink, and yellow blossoms blow freely in the wind. Polly Hill created this brilliant sea of color.

2 Many people plant small gardens in their yard, but Polly Hill decided to cultivate half an island. For almost fifty years she worked to create a 20-acre paradise from what was once a family sheep farm. Her garden of trees, shrubs, and flowers is called an arboretum and is located on an island named Martha's Vineyard.

3 Hill was approximately 50 years old when she took over the land from her parents. She had previously worked with plants in large gardens. This time, however, she decided to plant things to make her own corner of the island more beautiful. One of her first decisions was to use seeds instead of cuttings or small baby plants. She decided to grow everything from seeds.

4 She began planting the seeds in the rich soil and kept accurate records on how well each seed grew. While some seeds did well, others never grew into plants. Hill kept written notes about each seed. "The importance of the seed you select is obvious. The plant is only as good as the seed." As time passed many of the seeds grew into beautiful plants and Hill continued to record the history of each one. Many of Hill's friends learned about her plan and sent her seeds from faraway places. She became one of the first horticulturalists (gardeners) to use a computer to document her notes about the various plants.

5 Of course it was difficult to grow everything from seeds. Sometimes it took years and years for a seed to start sprouting. However, Hill found that the trees and plants that did grow from her seeds were very strong and did not have problems adjusting to the weather on the island.

6 Hill came up with her own ideas about where to plant her trees and flowers. Part of the original home, barn, hand-dug well, and some stonewalls still existed. To get the look she wanted, these old structures were incorporated into the garden's pattern. "I didn't know a lot about

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design but I had these crumbling walls and aged buildings and that became the design. All you need to do is clean off the walls and decide what to do next." Hill's seeds have since become large trees and flowering bushes. The arboretum has pathways edged with plants and small bushes while vines and trees grow to form shady tunnels.

7 In 1998, the garden officially became the Polly Hill Arboretum and is famous worldwide. "The basic fact is that I wanted to do it for love of the land," says Hill at the wheel of the golf cart she uses to get around the huge garden, "There was nothing of interest growing here. It was my land to cope with and I had to do well by it." A helpful staff and numerous volunteers help Hill maintain the garden although she still supervises growing new plants from seeds and draws inspiration from the beauty around her.

8 Visitors are allowed daily to enjoy the results of Hill's labor. After all, a gardener makes a garden not only for himself but also to give beauty to others. "I hope other people find it beautiful and restful, and it does something for their souls the way it's done something for my soul," states Hill.

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OAS Standard:

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

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

OAS Objective:

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

Item Specifications:

Emphasis:

- Identify and clarify word meaning of specialized terms and words with multiple meanings.
- Use prediction, context, syntax, and structural analysis.

Stimulus Attributes:

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

Content Limits:

- Selection containing the vocabulary words (in the form of a word, phrase, or expression) must have sufficient clues for the reader to determine its meaning when using a variety of strategies.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items require the student to identify the meaning of specific technical and specialized terms using word analysis, context clues, definition, restatement, example, comparison/contrast.
- To provide context, items direct the student to the appropriate part of the text.

Distractor Domain:

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

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Oklahoma Academic Standards 1.1 Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "In a Class of Their Own"

In paragraph 8, what does the word order mean?

A rule
B group
C method
D purchase

Depth of Knowledge: 2
Correct Answer: A

From "In a Class of Their Own"

In paragraph 7, what does fraud mean?

A fake
B terror
C change
D problem

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Depth of Knowledge: 2
Correct Answer: C

From "Dolores Huerta: Champion of the People"

In paragraph 3, the word <u>boycott</u> refers to

A a plan to commit an illegal act.

B an accusation against someone.

C an agreement to refuse dealing with.

D a situation in which things go wrong.

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OAS Standard:

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

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

OAS Objective:

2. Word Origins—Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.

   Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as *lasso*, *tortilla*, and *patio* and investigate why these particular words were adopted from the Spanish.

Item Specifications:

Emphasis:

- Identify word origins.

Stimulus Attributes:

- Test items may include words and phrases which contain multiple affixes and root words.
- Test items may include a simulated dictionary entry using introductory etymologies.

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.
- Narrative and expository texts are used.

Format:

- Items require the student to recognize familiar or frequently used foreign words or word parts to assess word origins.
- Items require the student to identify the origin or meaning of the word from context clues and constructed meaning.

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 the word or words that sound or look like the vocabulary word but do not have the same meaning.

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Oklahoma Academic Standards 1.2 Sample Test Stem:

Depth of Knowledge: 2
Correct Answer: C

Which word in the English language most likely originated from Spanish style buildings of the southwest?

A chimney

B kitchen

C patio

D roof

Depth of Knowledge: 2
Correct Answer: A

From "Summer"

Which word from the poem most likely originated from early Spanish settlers who opened up businesses in the New World?

A cafeteria

B parched

C building

D supplies

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OAS Standard:

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

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

OAS Objective:

3. Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

   a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace* or *as plain as day*.

   b. Analogies: comparisons of the similar aspects of two different things.

   c. Metaphors: implies comparisons, such as *The cup of hot tea was the best medicine for my cold*.

   d. Similes: comparisons that use *like* or *as*, such as *The ice was smooth as glass before the skaters entered the rink*.

Item Specifications:

Emphasis:
- Analyze meaning of idioms.
- Identify and interpret figurative language.

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

Content Limits:
- Narrative and expository texts containing figurative language are used.

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 may direct the student to the appropriate part of the text.

Distractor Domain:
- Incorrect answer choices (distractors) are plausible but illogical or literal interpretations based on the context.

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1.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Oklahoma's Smoky Mountains"

In paragraph 7, the idiom "roughing it" means

A spending time with nature.
B acting in an aggressive way.
C competing in sporting events.
D participating in outdoor activities.

Depth of Knowledge: 2
Correct Answer: D

From "Summer Time"

In paragraph 3, the idiom "a scorcher" means a very

A hard day.
B bad day.
C fast day.
D hot day.

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Depth of Knowledge: 2
Correct Answer: D

From "Oklahoma's Smoky Mountains"

In paragraph 3, the author states that the river "snakes through" the park. This means that the river

A disappears.

B charges.

C rushes.

D curves.

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Oklahoma Academic Standards 1.3b Sample Test Items:

Depth of Knowledge: 3
Correct Answer: D

From "Dolores Huerta: Champion of the People"

Use the relationship expressed in the passage to complete the analogy.

Boycott is to reject as strike is to

A end.

B harm.

C smash.

D oppose.

Depth of Knowledge: 3
Correct Answer: C

From "Summer Time"

Use the relationship expressed in paragraph 2 to complete the analogy.

Cricket is to insects as

A sun is to morning.

B porch is to house.

C hum is to sound.

D mist is to creek.

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Depth of Knowledge: 3
Correct Answer: D

From "Traveling Around with Meagan"

Use the relationships expressed in paragraph 7 to complete the analogy.

Plant is to seed as

A land is to garden.

B love is to interest.

C staff is to volunteer.

D inspiration is to beauty.

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Oklahoma Academic Standards 1.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Summer Time"

In paragraph 2, the metaphor "orchestra of sounds" refers to

A the creaks of the house.
B the noises made by insects.
C the mist covering the fields.
D the sun rising over the horizon.

Depth of Knowledge: 2
Correct Answer: A

From "Summer Time"

Which phrase from the passage is a metaphor?

A A gentle mist was a blanket rising from the little creek . . .
B He was a gruff man and lived alone . . .
C They sat in companionable silence . . .
D And he smiled into the water . . .

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Depth of Knowledge: 3
Correct Answer: C

From "A New Me"

In stanza 3, what is represented by the metaphor "a carpet of my identity lying under my feet to be swept away"?

A her dignity being crushed

B her hair floating through the air

C the thick layer of cut hair on the floor

D the floor in her own bedroom at home

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Oklahoma Academic Standards 1.3d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Summer"

Which is an example of a simile from "Summer"?

A Full of chalkboards, books, and pencils

B Marching down strict rows like soldiers

C With inviting sparkling blue water

D No more alarms when it's still dark outside

Depth of Knowledge: 3
Correct Answer: A

From "Oklahoma's Smoky Mountains"

. . . shimmering like multi-colored diamonds at sunset . . .

What is this simile attempting to describe?

A The lake reflects colorful ripples.

B The lake is valuable for its resources.

C Diamonds are buried at the bottom of the lake.

D Diamonds can be seen on the lake when the sun sets.

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Depth of Knowledge: 2
Correct Answer: D

From "A New Me"

What does the phrase "I nod like a puppet" mean?

A The speaker is trying to be quiet.

B The speaker is too small for the chair.

C The speaker thinks she is playing a game.

D The speaker feels under the control of another.

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

1. Literal Understanding

   a. Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

   b. Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand.

   c. Preview the text and use prior knowledge and experience to make connections to text.

Item Specifications:

Emphasis:

- Determine the purpose for reading text.
- Use pre-reading strategies to make connections to texts.

Stimulus Attributes:

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

Content Limits:

- The selection must allow for the reader to determine the purpose of the reading passage.
- The stimulus must permit the reader to use pre-reading strategies to select the best response; the stimulus should contain a graphic similar to a book cover or book jacket, a short teaser or "book blurb," and a title.
- Narrative, expository, and functional texts are used.

Format:

- Items require students to determine the purpose of the selection in order to understand the overall meaning of the passage.
- Items require students to use graphic stimuli as well as brief summaries or commentaries to predict the likely content of the text.
- Students may be required to recognize what specific knowledge or information is needed in order to understand the text.

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Distractor Domain:

- Incorrect answer choices (distractors) are plausible yet unrelated to the true purpose of the selection.
- Distractors are illogical conclusions that could be drawn from the preview material.

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Oklahoma Academic Standards 3.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Dolores Huerta: Champion of the People"

The purpose for reading this passage is

A to be persuaded to do further research on Huerta.

B to be persuaded to follow the example set by Huerta.

C to understand the United Farm Workers Association.

D to understand the reasons for the "Delano Grape Strike."

Depth of Knowledge: 2
Correct Answer: B

From "Traveling Around with Meagan"

From this passage the reader can learn that

A honesty is important.

B hard work is rewarding.

C happiness is worthwhile.

D friendship equals memories.

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Depth of Knowledge: 2
Correct Answer: B

From "Oklahoma's Smoky Mountains"

The purpose for reading this passage is

A to be informed how to make bait and fly-fish.

B to be persuaded to visit the Little Smoky Mountains.

C to be informed about the lack of activities in the park.

D to be persuaded to compare the two Smoky Mountain parks.

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

1. Literal Understanding

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

Item Specifications:

Emphasis:

- Comprehend fiction and nonfiction texts at grade level.

Stimulus Attributes:

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

Content Limits:

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

Format:

- Literal understanding of phrases, sentences, and/or wording from the selection.

Distractor Domain:

- Incorrect answers choices (distractors) are a misunderstanding of phrases, sentences, and/or wording found in the selection.

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Oklahoma Academic Standards 3.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Dolores Huerta: Champion of the People"

Which question is answered in paragraph 3 of the passage?

A Where was Huerta born?

B When did Huerta help people to vote?

C What organization did Huerta help form?

D What awards has Huerta earned for her work?

Depth of Knowledge: 1
Correct Answer: A

From "In a Class of Their Own"

What platypus trait is unique to mammals?

A They have large brains.

B They have webbed feet.

C They feed on crayfish and shrimp.

D They hatch their young from eggs.

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Depth of Knowledge: 2
Correct Answer: A

From "Oklahoma's Smoky Mountains"

Which question is answered with information in paragraph 4 of the passage?

A What fishing technique is used to catch trout?

B What is unique about the Mountain Fork River?

C What makes trout fishing an unusual experience?

D What effect does the Mountain Fork River have on the area?

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

2. Inferences and Interpreting

   a. Make inferences and draw conclusions supported by text evidence and student experiences.

Item Specifications:

Emphasis:

- Make inferences and draw conclusions.

Content Limits:

- Poetry, narrative, and expository texts are used.
- Selections must contain sufficient clues of a significant idea that is not directly stated that allows for an inference or a conclusion to be made.

Stimulus Attributes:

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

Format:

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

Distractor Domain:

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

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Oklahoma Academic Standards 3.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Summer Time"

In paragraph 5, it is reasonable to conclude that Bobby will

A catch a big fish.

B spend next summer at home.

C enjoy his time in the country.

D feel jealous of his friends at the pool.

Depth of Knowledge: 3
Correct Answer: A

From "A New Me"

What does the author convey by using the lines, "And my mother's lips quiver as our eyes meet in the mirror"?

A The mother is sad to see her daughter growing up.

B Her mother is angry that the stylist cut her daughter's hair.

C Her mother is not very supportive of her daughter's choices.

D The mother is not willing to let her daughter try new things.

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Depth of Knowledge: 2
Correct Answer: D

From "Summer"

Read these lines from the poem.

I leave behind the cafeteria
With its scent of overcooked hamburgers
And bleach
And the desks in classrooms
Marching down strict rows like soldiers.

What does the speaker convey in the <u>last</u> two lines above?

A Students were required to keep their desks clean.

B The speaker will miss the strictness of classroom life.

C Marching through an empty school is like a farewell party.

D The speaker will welcome the freedom that summer brings.

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

2. Inferences and Interpreting

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

Item Specifications:

Emphasis:

- Compare, contrast and connect themes across or within texts.

Content Limits:

- The selection must contain sufficient information to identify and analyze connections (e.g., cause and effect) within a text; two selections may be paired to give opportunities to make connections between texts (e.g., comparison/contrast).
- Poetry, narrative, informational, and functional texts are used.

Stimulus Attributes:

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

Format:

- Items require the students to make connections across texts with similar themes by finding key concepts between the two selections to support the common theme.
- Items require the students to compare/contrast ideas.

Distractor Domain:

- Incorrect answer choices (distractors) contain information related to only one, not both, passages, but the common theme is between both texts only.

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Oklahoma Academic Standards 3.2b Sample Test Items:

Depth of Knowledge: 3
Correct Answer: C

From "Summer" & "Summer Time"

What is a common idea present in both "Summer" and "Summer Time"?

A going to the country

B the importance of family

C the arrival of a new season

D swimming at the neighborhood pool

Depth of Knowledge: 2
Correct Answer: A

From "In A Class of Their Own"

How are echidnas and platypuses alike?

A Both lay eggs.

B Both eat termites.

C Both have flat tails.

D Both live near water.

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Depth of Knowledge: 2
Correct Answer: C

From "In A Class of Their Own"

Echidnas and platypuses have all of these characteristics <u>except</u>

A claws on their feet.

B hair on their bodies.

C pouches to carry their eggs.

D milk glands to nurse their young.

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OAS Standard:

Standard 3: Comprehension — 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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

3. Summary and Generalization

   a. Determine the main (or major) idea and how those ideas are supported with specific details.

Item Specifications:

Emphasis:

- Recognize the main idea using details from texts.
- Distinguish relevant versus irrelevant information.

Stimulus Attributes:

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

Content Limits:

- Selections must contain a clear theme or main idea/key concept (stated or implied).
- Selections must contain a main idea or key concept that is supported by details.
- Poetry, narrative, and expository texts are used.

Format:

- Items require students to determine the main idea using information from the selection that is clearly supported by the significant details included in the selection.
- Given a selection 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.

Distractor Domain:

- Incorrect answer choices (distractors) paraphrase information from the text that does not represent key concepts, or paraphrase implied information that does not represent key concepts, or paraphrase minor details from the text.
- Distractors for items in which the correct answer is a relevant supporting detail include details that are irrelevant to the key concept or main idea and/or information that is related to the key concept, but not included in the text.
- Distractors for items in which the correct answer requires the identification of irrelevant information include details that are relevant to the given key concept.

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Oklahoma Academic Standards 3.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Summer"

Which idea would best fit in stanza 2?

A Laughter of times spent with friends

B To stroll through the fields with no place to go

C Smell the chlorine from the water in the air all around me

D To say goodbye to clocks whose hands move in slow motion

Depth of Knowledge: 2
Correct Answer: B

From "A New Me"

What is the main idea of this poem?

A A girl disagrees with her mother about getting a new haircut.

B A girl gets a haircut that changes how she sees herself.

C A girl gets her hair done for a dance.

D A girl chooses to cut her long hair.

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Depth of Knowledge: 2
Correct Answer: C

From "Traveling Around with Meagan"

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

A who visits Hill's garden.

B how Hill kept her records.

C what Hill used to design her garden.

D why some of Hill's plants are inactive.

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

3. Summary and Generalization

   b. Paraphrase and summarize text to recall, inform, or organize ideas.

Item Specifications:

Emphasis:
- Paraphrase information from text.
- Summarize information from text.
- Organize information from text.

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

Content Limits:
- Poetry, narrative, and informational texts are used.
- Selections must be substantive enough to allow for the type of summary called for in the item.

Format:
- Given an incomplete outline, web, cluster, concept map, or graphic organizer, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word or sentence, facts, ideas, or characteristics that are the most or least important to a summary of the selection.

Distractor Domain:
- Incorrect answer choices (distractors) include extraneous or irrelevant information from the text or irrelevant information implicit in the text, or focus on minor details.

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Oklahoma Academic Standards 3.3b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Summer Time"

When summarizing the passage, which statement would be least important to include?

A He woke up to see a big spider on his ceiling.

B Bobby was not looking forward to his summer.

C He and his grandfather enjoyed fishing together.

D Bobby felt he had met his grandfather for the first time.

Depth of Knowledge: 2
Correct Answer: D

From "In a Class of Their Own"

When writing a summary, which idea would be least important to include?

A Surprisingly, both platypuses and echidnas lay eggs.

B Platypuses and echidnas are classified as mammals.

C Echidnas differ from platypuses in several ways.

D Echidnas have spikes to defend themselves.

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Depth of Knowledge: 2
Correct Answer: D

From "A New Me"

What is the <u>best</u> summary of lines 21-24?

A The speaker does not think her haircut is complete.

B The speaker likes her new haircut and poses in front of the mirror.

C The speaker is surprised to see someone watching her get a haircut.

D The speaker does not recognize herself in the mirror after her haircut.

Depth of Knowledge: 2
Correct Answer: C

From "A New Me"

Which title would be the <u>most</u> appropriate for this poem?

A "A Hasty Decision"

B "The Oversized Doll"

C "No Longer the Same"

D "A Disappointing Outcome"

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

4. Analysis and Evaluation

   a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.

Item Specifications:

Emphasis:

- Determine fact, opinion, and reasoned judgment in texts.

Stimulus Attributes:

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

Content Limits:

- Selections must contain sufficient clues for the reader to distinguish between fact, reasoned judgment, or opinion.
- Poetry, narrative, expository, and functional texts are used.

Format:

- Items clearly state the requirement that students use evidence from the text to determine if a statement is a fact, reasoned judgment, or an opinion.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible yet illogical or unsubstantiated facts, reasoned judgments, or opinions that are not supported by the text nor answer the question.

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Oklahoma Academic Standards 3.4a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Oklahoma's Smoky Mountains"

Which statement is an opinion?

A Thousands of people travel to the Smokies each year, staying in lodges, cabins, or camping tents.

B Although the fish may have escaped, the view of the lake shimmering like multi-colored diamonds at sunset, makes the trip worthwhile.

C For those who choose to sleep in tents, the park also features numerous camping sites.

D The Little Smokies have mountain bike trails, jogging trails, and backpacking trails.

Depth of Knowledge: 2
Correct Answer: C

From "Dolores Huerta: Champion of the People"

Which statement is an opinion?

A She organized a grape boycott.

B Huerta has received numerous awards.

C Huerta is one of the most important women in the 20th century.

D Her children traveled with her as she visited migrant labor camps.

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Depth of Knowledge: 2
Correct Answer: B

From "Oklahoma's Smoky Mountains"

Which statement is a fact?

A The lodge is the best place to stay.

B Many people visit the state park every year.

C This park is one of the loveliest in the country.

D Fly-fishing is more interesting than lake fishing.

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

4. Analysis and Evaluation

   b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).

Item Specifications:

Emphasis:

- Understand relationships: (e.g., cause/effect, sequential order).
- Use text structure to determine cause/effect and sequential order of events in a text.

Stimulus Attributes:

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

Content Limits:

- Narrative and expository texts are used.
- Selections must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

Format:

- Items that assess sequential order require the student to use author's cues for sequencing events and actions.
- Items assess key concepts, both stated and implied.
- Items that assess cause/effect require the student to recognize what precipitated a given event or action.

Distractor Domain:

- Incorrect answer choices (distractors) are logical causes or sequences based on literal information or information implied in the text.

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Oklahoma Academic Standards 3.4b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Summer Time"

Why was Bobby dreading the summer?

A He did not like insects.
B He had never fished before.
C He thought he would not have fun.
D He would not be able to listen to music.

Depth of Knowledge: 2
Correct Answer: A

From "Dolores Huerta: Champion of the People"

The Delano Grape Strike was considered successful because

A it resulted in the first agreement between growers and workers.
B Cesar Chavez had formed an organization to help farmers.
C many workers from across the country participated.
D Huerta formed more organizations to help workers.

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Depth of Knowledge: 2
Correct Answer: A

From "A New Me"

How does the author present the information in this passage?

A chronological
B generalizations
C cause and effect
D compare and contrast

Depth of Knowledge: 2
Correct Answer: B

From "Traveling Around with Meagan"

In planting seeds, Hill knew what she was doing because

A she had plenty of room to grow things.
B she had worked with plants all her life.
C her mother had kept a nice lawn around the house.
D her contacts at the college had given her good advice.

Depth of Knowledge: 2
Correct Answer: D

From "Traveling Around with Meagan"

Why did Hill begin planting her garden?

A to encourage her neighbors to plant more flowers
B to grow flowers so that she could sell them
C to use all the seeds people had sent to her
D to do something useful with her land

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

4. Analysis and Evaluation

   c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.

Item Specifications:

Emphasis:

- Understand compare/contrast relationships presented in text.

Stimulus Attributes:

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

Content Limits:

- Poetry, narrative, and expository texts are used.
- Selections must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

Format:

- Items assess key concepts, both stated and implied.
- Items that assess compare/contrast require the student to recognize likenesses and differences in point of view on a given topic or compare and contrast actions or motives.

Distractor Domain:

- Incorrect answer choices (distractors) are logical comparisons based on literal information or information implied in the text.

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Oklahoma Academic Standards 3.4c Sample Test Item:

Depth of Knowledge: 2
Correct Answer: D

From "Traveling Around with Meagan"

In paragraph 2, Hill's garden is compared to other people's gardens in order

A to show the different colors represented in their gardens.

B to show the different plants grown in both types of gardens.

C to reflect the time and effort many people put into their gardens.

D to reflect the size and amount of work put into both types of gardens.

Depth of Knowledge: 3
Correct Answer: D

From "In a Class of Their Own" and "Oklahoma's Smoky Mountains"

"In a Class of Their Own" is organized differently than "Oklahoma's Smoky Mountains" because it is using

A a comparison rather than a contrast.

B cause and effect rather than problem and solution.

C order of importance rather than chronological order.

D a comparison and contrast rather than proposition and support.

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Depth of Knowledge: 3
Correct Answer: A

From "Summer" and "Summer Time"

How do the main characters in "Summer" and "Summer Time" view summertime differently?

A one anticipates the usual, while the other is faced with the unknown

B one looks forward to companionship, while the other faces isolation

C one looks back on school fondly, while the other looks back with regret

D one anticipates a return to school, while the other wishes to remain in summer

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

4. Analysis and Evaluation

   d. Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.

Item Specifications:

Emphasis:

- Understand problem/solution relationships presented in text.

Stimulus Attributes:

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

Content Limits:

- Narrative and expository texts are used.
- Selections must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

Format:

- Items assess key concepts, both stated and implied.
- Items that assess problem/solution require 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.

Distractor Domain:

- Incorrect answer choices (distractors) are logical problems or solutions, based on literal information or information implied in the text.

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Oklahoma Academic Standards 3.4d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Dolores Huerta: Champion of the People"

What was the major effect of the Delano Grape Strike?

A Living conditions improved when the workers joined together.
B Many farmers lost a great deal of money and sold their farms.
C People throughout the United States bought fewer grapes.
D People from around the country read about the strike.

Depth of Knowledge: 2
Correct Answer: C

From "Traveling Around with Meagan"

What was the major benefit of planting seedlings?

A Seedlings could survive in any weather.
B Seedlings could grow in any type of soil.
C Once seedlings took root, they were very hardy.
D Once seedlings were planted, they grew quickly.

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Depth of Knowledge: 2
Correct Answer: D

From "In a Class of their Own"

Scientists had difficulty classifying echidnas and platypuses because

A the animals are found only near streams, rivers, and lakes.

B the animals are comfortable both on land and in the water.

C the animals have snouts that are shaped like the bill of a bird.

D the animals have characteristics of birds, reptiles, and mammals.

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

4. Analysis and Evaluation

   e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.

Item Specifications:

Emphasis:

- Identify and analyze characters (conflict, motivations, points of view, and changes occurring within a story) in a text.

Stimulus Attributes:

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

Content Limits:

- Selections are narratives that include characters with traits expressed by dialogue, action, description, thoughts, words, and speech patterns.
- Selections are on grade level and content appropriate for eighth-grade students.

Format:

- Items focus on the thoughts and actions of characters that develop the character throughout the selection.
- Items focus on the author's descriptions of the character.
- Items focus on other characters' thoughts, words, and actions.

Distractor Domain:

- Incorrect answer choices (distractors) are logical problems or solutions, based on literal information or information implied in the text.
- Distractors are plausible yet illogical or unsubstantiated facts, reasoned judgments, or opinions that are not supported by the text nor answer the question.

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Oklahoma Academic Standards 3.4e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Summer Time"

Which best shows that Bobby's grandfather enjoyed life?

A He invited Bobby to come to the farm.

B He showed Bobby how to bait his line.

C He continued working hard on the farm.

D He whistled while working in his garden.

Depth of Knowledge: 2
Correct Answer: C

From "Summer Time"

Which word best describes how Bobby felt at the end of the passage?

A ashamed

B envious

C content

D calm

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Depth of Knowledge: 2
Correct Answer: A

From "A New Me"

Which word <u>best</u> describes the speaker?

A timid

B jealous

C carefree

D outspoken

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OAS Standard:

Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, 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.

OAS Objective:

4. Analysis and Evaluation

   f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.

Item Specifications:

Emphasis:
- Plot
- Subplot
- Climax
- Conflicts

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

Content Limits:
- Selections are on grade level and content appropriate for eighth-grade students.
- Selections must have the literary elements that students are expected to identify.
- Narrative texts that contain clear literary elements (plot, subplot, climax, and conflicts) are used.

Format:
- Items focus on use of story structures and literary elements.

Distractor Domain:
- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question, or may show confusion of the plot.

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Oklahoma Academic Standards 3.4f Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "A New Me"

What is the main conflict in this poem?

A The girl's friends make fun of her for having long hair.

B The girl's mother likes short hair better than long hair.

C The girl gets a haircut she is not sure she wants.

D The girl cannot afford the haircut she receives.

Depth of Knowledge: 2
Correct Answer: A

From "A New Me"

The reader can tell that the girl has resolved the conflict of having a new hairstyle because she

A is beginning to like her new look.

B wants to go home and straighten it out.

C wants to show her friends her new appearance.

D is listening to her mother convince her that it looks fine.

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Depth of Knowledge: 2
Correct Answer: A

From "Summer Time"

The climax of "Summer Time" occurs

A when Bobby is fishing with his grandfather.

B when Bobby arrives at his grandfather's farm.

C when Bobby works with his grandfather in the garden.

D when Bobby hears his grandfather comment on the morning.

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OAS Standard:

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 the ideas and connect them to other literary works.

OAS 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, lyric poetry, nonfiction, historical fiction, and informational texts.

Item Specifications:

Emphasis:

- Identify and analyze the characteristics of various literary forms (including short story, novel, drama, etc.).

Stimulus Attributes:

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

Content Limits:

- Selections must contain sufficient information for the reader to identify and analyze the characteristics of a variety of genres.
- Selections are short story, novel, drama, lyric poetry, nonfiction, historical fiction, or informational texts.

Format:

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

Distractor Domain:

- Incorrect answers 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 Academic Standards 4.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "Summer Time"

How can the reader tell that "Summer Time" is a short story and not an essay?

A The passage has a plot.

B The passage has a main idea.

C The passage has a conclusion.

D The passage has supporting details.

Depth of Knowledge: 2
Correct Answer: D

From "Summer"

This poem is an example of

A haiku.

B sonnet.

C limerick.

D free verse.

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OAS Standard:

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 the ideas and connect them to other literary works.

OAS Objective:

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

   b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.

Item Specifications:

Emphasis:

- Identify and determine characteristics of various subgenres (e.g., autobiography, biography, fable, etc.).

Stimulus Attributes:

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

Content Limits:

- Selections must contain sufficient information for the reader to identify and analyze the characteristics of a variety of subgenres.
- Selections are subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.

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 Academic Standards 4.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Summer Time"

"Summer Time" is not an autobiography because

A it tells a story.
B it is written in third person.
C it contains figurative language.
D it uses conversational dialogue.

Depth of Knowledge: 2
Correct Answer: C

From "In a Class of Their Own"

The reader can tell that "In a Class of Their Own" is nonfiction because

A the passage makes comparisons to animals.
B the passage does not include various settings.
C the passage explains a topic with factual details.
D the passage presents an abundance of information.

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Depth of Knowledge: 2
Correct Answer: A

From "Dolores Huerta: Champion of the People"

The passage "Dolores Huerta: Champion of the People" is <u>most</u> similar to

A a biography.

B a folk tale.

C a mystery.

D a tall tale.

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OAS Standard:

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 the ideas and connect them to other literary works.

OAS Objective:

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

   a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.

   b. Identify and explain various points of view and how they affect a story's interpretation.

Item Specifications:

Emphasis:

- Plot
- Resolution
- Conflict
- Character
- Mood
- Setting
- Theme
- Point of view
- Author's purpose

Content Limits:

- Selections are at grade level and content appropriate for eighth-grade students.
- Selections must have the literary elements that students are expected to identify.
- Narrative texts that contain clear literary elements (goal, plot, conflict, character, mood, setting, theme, point of view, and author's purpose) are used.

Format:

- Items require the student to show an understanding of the author's technique and focus on use of story structures and literary elements (point of view).

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that give explicit information from the text that does not answer the question, or may show confusion of the plot.

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Oklahoma Academic Standards 4.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "Summer Time"

The question at the end of paragraph 1 is important because it presents the

A climax of the story.

B conflict of the story.

C characters of the story.

D conclusion of the story.

Depth of Knowledge: 2
Correct Answer: A

From "A New Me"

Which word best describes the mood in lines 10–14?

A nervous

B hopeful

C furious

D excited

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Depth of Knowledge: 3
Correct Answer: B

From "A New Me"

What is the author's purpose in repeating the phrase "my hair" three times in stanza 3?

A to give a better explanation of events

B to give strong emphasis to her loss

C to give a description of her hair

D to give the poem a clear setting

Depth of Knowledge: 3
Correct Answer: B

From "Summer Time"

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

A Summers should be spent with friends at the pool.

B Summer in the country can be interesting and rewarding.

C Summer visits with grandparents are usually boring.

D Summers in the country mean hard work and little excitement.

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Depth of Knowledge: 2
Correct Answer: B

From "Summer Time"

Which sentence from the passage is an example of indirect characterization?

A Bobby stared out the window as the bus bounced down the bumpy dirt road.

B He groaned, dragged himself out of bed, and trudged to the back porch.

C Bobby was surprised to hear his grandfather noticing the beauty of the morning.

D He was a gruff man and lived alone out on the farm.

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Oklahoma Academic Standards 4.2b Sample Test Items:

Depth of Knowledge: 3
Correct Answer: C

From "A New Me"

If this poem were told from the hairdresser's point of view, the reader would probably understand

A why the girl does not stop the hairdresser.

B how the girl feels as the hairdresser is cutting her hair.

C how the hairdresser felt about the girl's finished haircut.

D why the hairdresser's suggestions make the girl anxious.

Depth of Knowledge: 3
Correct Answer: B

From "Summer" & "Summer Time"

How is the speaker's attitude about summer in the poem different from Bobby's attitude about summer in the passage?

A The speaker is nervous about summer; Bobby is hopeful.

B The speaker is excited about summer; Bobby is dreading summer.

C The speaker is ready for summer to end; Bobby regrets making plans.

D The speaker is anxious for summer to begin; Bobby is eager to help his grandfather.

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Depth of Knowledge: 3
Correct Answer: D

From "Summer"

The first person point of view is an important feature of the poem because it allows the reader

A to learn what will happen when school ends.

B to clearly identify and solve the problem.

C to better appreciate the speaker's humor.

D to understand the speaker's emotions.

Depth of Knowledge: 2
Correct Answer: B

From "Oklahoma's Smoky Mountains"

Which phrase reflects the author's viewpoint toward the Little Smoky Mountains?

A you might see a bald eagle flying high above the lake

B the shimmering lake at sunset makes the trip worthwhile

C the bass are not easily caught and are skilled at stealing the bait

D flies are made with small bird feathers and they are quite colorful

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OAS Standard:

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 the ideas and connect them to other literary works.

OAS Objective:

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

   a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

Item Specifications:

Emphasis:

- Identify figurative language including metaphor, personification, and simile.
- Explain figurative language (e.g., mood, images, and meaning).

Stimulus Attributes:

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

Content Limits:

- Poetry, narrative, and expository texts containing figurative language are used.

Format:

- Items require the student to show an understanding of the author's technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but illogical or literal interpretations based on the context.

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Oklahoma Academic Standards 4.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "A New Me"

Which phrase is an example of personification?

A When she is done, she whisks away the cape

B A girl with bigger eyes than I used to have

C My new hair cries out for a change

D I welcome the new me and say thank you politely

Depth of Knowledge: 2
Correct Answer: B

From "Summer"

In stanza 1, what image is represented?

A crowded pool

B vacant school

C football game

D warm bed

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Depth of Knowledge: 3
Correct Answer: B

From "A New Me"

In stanza 2, what does the phrase "I nod like a puppet" imply about the speaker?

A She is extremely weak.

B She feels helpless to disagree.

C She thinks she has rosy cheeks.

D She is excited about the haircut.

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OAS Standard:

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 the ideas and connect them to other literary works.

OAS Objective:

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

   b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

Item Specifications:

Emphasis:

- Interpret sound devices of poetry and other literary works (e.g., alliteration, onomatopoeia, and rhyme).

Stimulus Attributes:

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

Content Limits:

- Poems and literary works must contain sufficient sound and literary devices for the reader to identify.

Format:

- Items require the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection.
- Distractors may give explicit information from the text that does not answer the question.
- Distractors may show confusion of figurative language terminology or use literal meanings.

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Oklahoma Academic Standards 4.3b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: A

From "Summer"

In lines 26–27, "Summer means shorts, sandals, sunshine, T-shirts, and swim trunks," is an example of what poetic device?

A alliteration

B hyperbole

C rhyme

D simile

Depth of Knowledge: 1
Correct Answer: C

From "A New Me"

In line 14, "The scissors furiously flash and fly" is an example of

A simile.

B rhyme.

C alliteration.

D onomatopoeia.

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Depth of Knowledge: 2
Correct Answer: B

From "Oklahoma's Smoky Mountains"

So well does it blend in with the natural surroundings, the lodge seems to have grown into its position on the bank.

This description from paragraph 6 suggests that the Broken Bow Lodge

A needs to be remodeled.

B appears to be a living object.

C looks like other mountain lodges.

D was designed by a famous architect.

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OAS Standard:

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 the ideas and connect them to other literary works.

OAS Objective:

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

   c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.

Item Specifications:

Emphasis:

- Interpret literary devices in text (e.g., flashback, foreshadowing, symbolism, and imagery).

Stimulus Attributes:

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

Content Limits:

- Literary works must contain sufficient literary devices for the reader to identify.

Format:

- Items require the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection.
- Distractors may give explicit information from the text that does not answer the question.
- Distractors may show confusion of figurative language terminology or use literal meanings.

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Oklahoma Academic Standards 4.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "Summer Time"

Which sentence foreshadows the resolution of the passage?

A Summer was here and that meant a two-month stay in the country, to live with his grandfather, helping him on his farm.

B His grandfather sat down on a boulder and showed Bobby how to bait his line.

C They sat in companionable silence, with Bobby feeling as though he had met his grandfather for the first time.

D His grandfather obviously loved his life in the country.

Depth of Knowledge: 2
Correct Answer: D

From "Summer"

In stanza 2, what image is compared to tumbleweeds?

A empty halls

B chalkboards

C locker doors

D crumpled up papers

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Depth of Knowledge: 3
Correct Answer: A

From "Summer"

The author uses imagery in stanza 4

A to create a mental picture of summer.

B to compare summer to other seasons.

C to express the mixed emotions of the narrator.

D to relate background information about the narrator.

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OAS Standard:

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

OAS Objective:

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

   a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.

Item Specifications:

Emphasis:

- Use informational resources.
- Understand the purpose of primary and secondary sources.
- Locate information using informational resources.

Stimulus Attributes:

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

Content Limits:

- Expository and functional texts are used.

Format:

- Given an informational source, 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 eighth-grade students.
- Correct answers are appropriate for the type of information required (e.g., trade books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, magazines, and newspapers).
- Correct answers also may be such sources as films or places to visit (e.g., historic sites and museums).

Distractor Domain:

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

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Oklahoma Academic Standards 5.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "A Class of Their Own"

Which would be the best resource to find more information about how echidnas raise their young?

A an encyclopedia entry, "Echidnas and Their Ways"

B an article, "Echidnas in the Zoo: Care and Feeding"

C a book, *Linnstaedterr's Field Guide to Unique Animals*

D a tourist guide, *Australia and New Guinea's Famous Animals*

Depth of Knowledge: 2
Correct Answer: C

From "Dolores Huerta: Champion of the People"

Which would be the least helpful source to find out more about the Delano Grape Strike?

A an encyclopedia article entitled "Delano, No Grapes!"

B a newspaper article entitled "Farmworkers' March Targets Grape Growers"

C a report entitled "The Harvester's Field of Fruit: Improved Ways to Farm"

D an Internet Web site entitled "Dolores Huerta's Struggle for Human Rights"

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Depth of Knowledge: 2
Correct Answer: D

From "Oklahoma's Smoky Mountains"

In which source would a student <u>probably</u> learn how oxbows are formed?

A a reference book, *Little Smoky Mountains*

B a tour-guide book, *Visit Oklahoma's State Parks*

C an article in the newspaper, "Beavers Bend State Park"

D a science magazine article, "Why Rivers Circle Around"

Depth of Knowledge: 2
Correct Answer: B

From "Dolores Huerta: Champion of the People"

Which source would have the <u>most</u> recent information about Delores Huerta?

A an encyclopedia: "Dolores Huerta." <u>New World Encyclopedia</u>. 3rd ed. 1997

B a book: Garza, Robert. <u>Motherhood and Civil Rights</u>. New York: Learn Publishers, 2002

C a magazine: Thompson, Roberta. "Dolores Huerta Shares Memories of Cesar Chavez" <u>Current Consumers</u>. 25 (1999): 355-360

D a newspaper article: Masterson, Angela. "Over 70 and Still Working for Justice." <u>New Borders Times</u> 29 Feb. 2001, late ed.: D1+

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Depth of Knowledge: 2
Correct Answer: B

From "Dolores Huerta: Champion of the People"

Which source would be <u>least</u> helpful in locating information for a research paper about Huerta's lifetime achievements?

A a magazine article: "Huerta and Chavez, Tireless Workers"

B an interview: "Dolores Discusses Cinco de Mayo"

C a magazine article: "Dolores with a Passion for Justice"

D an online site: "Huerta, a Lady of Steel"

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OAS Standard:

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

OAS Objective:

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

   b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.

Item Specifications:

Emphasis:

- Use text organizers.

Stimulus Attributes:

- Test items may include headings, graphic features, table of contents, phrases, sentences, and wording from the selection.

Content Limits:

- The selection must be substantive enough to allow for the type of text organizer called for in the item (headings, graphic features, table of contents).
- Narrative and expository texts are used.

Format:

- Items require the student to identify the word or sentence, fact, idea, or characteristic that is most or least important to a text organizer in 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 text organizers for a particular text.
- Distractors are extraneous or irrelevant information from the text or implied by the text.

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Oklahoma Academic Standards 5.1b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: C

From "In a Class of Their Own"

The author draws attention to important points by using

A short paragraphs.

B italicized words.

C bold headings.

D illustrations.

Depth of Knowledge: 2
Correct Answer: D

From "Oklahoma's Smoky Mountains"

Which subtopic would best be used in an outline about the park?

A Transportation to the Park

B Popular Oklahoma Parks

C Cooking Trout and Bass

D Recreation Activities

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Depth of Knowledge: 1
Correct Answer: C

From "Oklahoma's Smoky Mountains"

Italics were used in "Oklahoma's Smoky Mountains"

A to emphasize feeling words.

B to show someone talking.

C to show a foreign phrase.

D to list a subheading.

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OAS Standard:

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

OAS Objective:

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

   c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.

Item Specifications:

Emphasis:

- Use organizational strategies.

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.
- 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 identify the word or sentence, fact, idea, or characteristic that is most important in the selection.
- Items require the student to use a organizational strategy to comprehend content material.

Distractor Domain:

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

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Oklahoma Academic Standards 5.1c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "In a Class of Their Own"

In order to remember the difference between the platypus and the echidna, it would be helpful

A to make a chart of each animal's characteristics.

B to write down each paragraph's main idea.

C to underline the difficult words.

D to think about the title.

Depth of Knowledge: 2
Correct Answer: C

From "In a Class of Their Own"

To better understand the passage, which is the least helpful?

A reading the title

B previewing the subheadings

C counting how many pages need to be read

D asking questions about the title and subheadings

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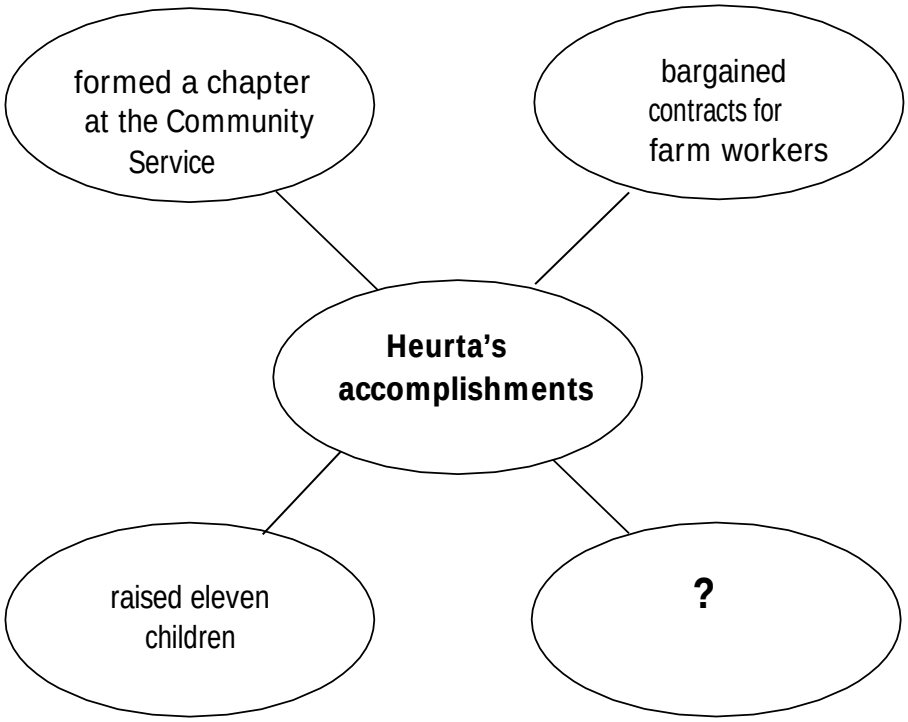
Depth of Knowledge: 2
Correct Answer: B

From "Dolores Huerta: Champion of the People"

To help summarize the main points in the passage, a student created this web.



Which <u>best</u> completes the web?

A born in Stockton, California

B formed National Farm Workers Association

C raised to believe that helping others is important

D believed her work would help people in the future

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OAS Standard:

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

OAS Objective:

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

   d. Note instances of persuasion, propaganda, and faulty reasoning in text.

Item Specifications:

Emphasis:

- Evaluate author's presentation of ideas and issues
- Recognize persuasion, propaganda, and faulty reasoning

Stimulus Attributes:

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

Content Limits:

- Narrative texts are used.
- Expository and functional texts such as consumer materials, editorials, magazine and newspaper articles, speeches, speech excerpts, school or college brochures and advertisements are used.
- Selections must be substantive enough to allow a student to identify persuasion, propaganda, and faulty reasoning within the text.

Format:

- Items require the student to recognize persuasive language and techniques, fallacies in arguments, and statements of bias.

Distractor Domain:

- Incorrect answer choices (distractors) are illogical interpretations of persuasive language and techniques and faulty analysis of arguments and bias.

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Oklahoma Academic Standards 5.1d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Dolores Huerta: Champion of the People"

What information would be most useful to evaluate the accuracy of this selection?

A a statement for the National Farm Worker Association

B a copy of the Universal Declaration of Human Rights

C Dolores Huerta's grades in college

D Dolores Huerta's autobiography

Depth of Knowledge: 2
Correct Answer: D

From "Oklahoma's Smoky Mountains"

Which phrase provides evidence of the author's bias?

A Cool mountain breezes sift through the pine trees . . .

B . . . fishermen use "flies" to catch the trout.

C The reservoir covers several thousand acres . . .

D . . . Oklahoma's gem is absolutely unique.

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Depth of Knowledge: 2
Correct Answer: C

From "Oklahoma's Smoky Mountains"

How does the author persuade people to visit the park?

A by comparing the various camping facilities

B by explaining how to take a fishing class

C by listing a variety of activities available

D by discussing where hiking trails begin

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OAS Standard:

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

OAS Objective:

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

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

Item Specifications:

Emphasis:

- Use note cards, charts, outlines, and graphs.

Stimulus Attributes:

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

Content Limits:

- The selections 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 identify the word or sentence, fact, idea, or characteristic that is most or least important to a summary of the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, bold-faced 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 Academic Standards 5.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

From "In a Class of Their Own"

In an outline of this passage, what would one of the subtopics probably be?

A Problems with Classification

B Adaptation to Urban Areas

C Popularity of Platypuses

D Other Monotremes

Depth of Knowledge: 2
Correct Answer: C

From "Oklahoma's Smoky Mountains"

Which idea would be the least important to include in notes about the Smoky Mountains?

A The rivers flow in an unusual way.

B The park covers thousands of acres.

C Flies are artificial bait made of feathers.

D Lakes and rivers provide superb fishing.

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Depth of Knowledge: 3
Correct Answer: B

From "Dolores Huerta: Champion of the People"

Martin Luther King, Jr. went to Morehouse College and graduated in 1948 with a Bachelor of Arts degree in sociology. He also earned a Bachelor of Divinity degree from Crozer Theological Seminary and his Doctor of Philosophy from Boston University. In 1964, King became the youngest person to receive the Nobel Peace Prize for his efforts to end racial tensions through non-violent means.

Which would <u>best</u> help a student compare the events above with the events in the passage?

A a list stating different opinions about King and Huerta

B a timeline marking the achievements of King and Huerta

C a chart showing the problems King and Huerta had to overcome

D a stack of note cards listing the awards King and Huerta received

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Depth of Knowledge: 1
Correct Answer: A

From "Dolores Huerta: Champion of the People"

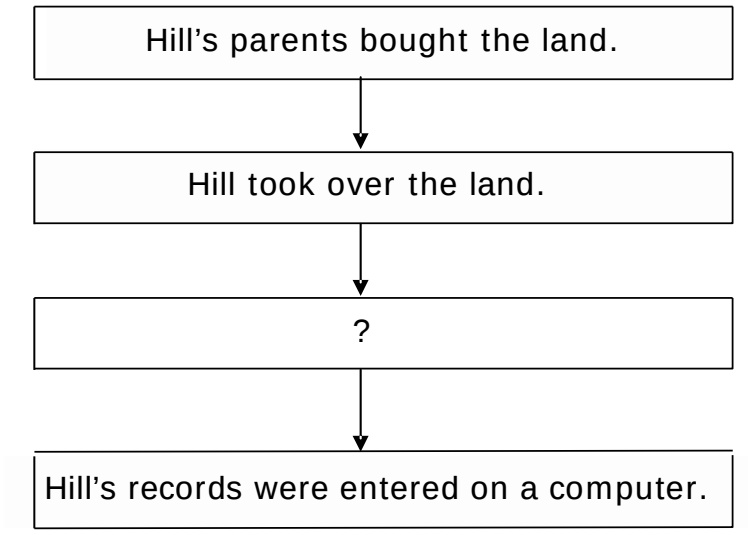
What is the <u>main</u> purpose of the chart?

A to list ways students can help others
B to guide students to join Huerta's causes
C to show students how to become famous
D to help students learn about Huerta's life

Depth of Knowledge: 2
Correct Answer: D

From "Traveling Around with Meagan"

Use this timeline to answer the question below.



Which event belongs in the empty box?

A Hill's garden became an arboretum.
B Hill used a golf cart to get around the garden.
C Hill's garden designs incorporated old buildings.
D Hill planted seeds in the garden instead of cuttings.

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OAS Standard:

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

OAS Objective:

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

   b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.

Item Specifications:

Emphasis:

- Make connections between sources.
- Analyze and paraphrase information.

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 Academic Standards 5.2b Sample Test Item:

Depth of Knowledge: 3
Correct Answer: D

From "Traveling Around with Meagan"

"Tips on Choosing the Best Seedlings": a chart written by Hill and published in a garden magazine listing the characteristics of strong healthy seedlings.

***Growing Plants From Seeds*: a book written by Hill while in her early '80s describing the challenges and rewards she found in growing her 20-acre garden. She encourages others to follow in her footsteps.**

***Polly Hill Finds Fulfillment in Her Garden*: a TV news reporter interviews Hill to find out why she planted her arboretum. In this documentary, Hill fondly recalls the joy she has found in cultivating and watching her garden grow.**

Which statement best summarizes the three selections?

A An interviewer shares with TV audiences around the world Hill's story of the joy she found in planting a garden.

B Various documentations proclaim that Hill is having a wonderful time in her later years watching her garden grow.

C Hill enjoyed writing and telling an interviewer about the many challenges people encounter when growing a garden.

D Hill encourages others to grow a healthy garden with seedlings in order to enjoy the fruits of their labor for years to come.

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Depth of Knowledge: 3
Correct Answer: B

From "Oklahoma's Smoky Mountains"

Towering trees, crystal clear waters, and mountainous terrain form Oklahoma's "Little Smoky Mountains." The parks around the mountains are an outdoor lover's paradise. Sporting opportunities include golfing, tennis, and volleyball. Adventure seekers may try the area's hiking, biking, and nature trails. To stay busy, water lovers might enjoy trout fishing, water skiing, paddleboats, or bumper boats. There is something for everyone in the Little Smokies!

—excerpt from an outside source

Which statement <u>best</u> summarizes the information above and the information from paragraph 7 of the passage?

A The Little Smoky Mountains have enough hiking, biking, and nature trails to keep all of its visitors amused.

B An overabundance of outdoor activities offer visitors to the Little Smoky Mountains plenty to stay busy.

C Its beautiful sights and peaceful sounds make the Little Smoky Mountains a perfect place for families to visit.

D People come from near and far to have fun participating in the many activities offered at Little Smoky Mountains.

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Depth of Knowledge: 3
Correct Answer: C

From "In a Class of Their Own"

The platypus has a thick covering of waterproof hair all over its body except for the feet and bill. The platypus has two layers of hair. The top or longer layer is a shiny guard fur, and the short undercoat is woolly. Its dense hair allows the platypus to withstand cold temperatures.

—excerpt from an outside source

Which statement <u>best</u> paraphrases the information above and the information from paragraph 3 of the passage?

A A platypus is an excellent swimmer and land dweller.

B The fur of a platypus helps it survive living near water.

C A platypus has special body features that help it to survive.

D The watery home of a platypus provides plenty for it to eat.

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OAS Standard:

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

OAS Objective:

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

   c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).

Item Specifications:

Emphasis:

- 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 reader to be able to identify and credit reference sources.

Format:

- Items require that the students choose the appropriate text feature that identifies the reference source of the text.

Distractor Domain:

- For citation items, incorrect answer choices (distractors) are examples of sources related to the topic with plausible but incorrectly cited information that students relate to the text.
- Distractors are examples of sources unrelated to the task yet containing plausible information generally related to the text.

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Oklahoma Academic Standards 5.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

From "Dolores Huerta: Champion of the People"

Which citation correctly credits the information source?

A Dolores Huerta (American Lives), New York: Heinemann, 2005, by Gillis, Jennifer Blizin.

B Dolores Huerta (American Lives) by Jennifer Blizin Gillis, Heinemann, 2005, New York.

C Jennifer Blizin Gillis, Dolores Huerta (American Lives). New York: Heinemann, 2005.

D Gillis, Jennifer Blizin. Dolores Huerta (American Lives). New York: Heinemann, 2005.

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Depth of Knowledge: 2
Correct Answer: C

From "Traveling Around with Meagan"

Which citation correctly credits a magazine article used to research the passage?

A Amy Geiger. "Computerizing a Garden." Horticulturalists Today Magazine 15 Aug. 2009: 34-36.

B Amy Geiger. Horticulturists Today Magazine. "Computerizing a Garden." 15 Aug. 2009: 34-36.

C Geiger, Amy. "Computerizing a Garden." Horticulturalists Today Magazine 15 Aug. 2009: 34-36.

D Geiger, Amy. 15 Aug. 2009: 34-36. Horticulturists Today Magazine. "Computerizing a Garden."

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OAS Standard:

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

OAS Objective:

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

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

   e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

Item Specifications:

Emphasis:
- Use informational resources.
- Identify and apply test taking strategies.
- Use graphic sources to address research questions.

Stimulus Attributes:
- Test items may include maps, graphs, timelines, and/or tables from the selection.

Content Limits:
- Expository and functional texts are used.

Format:
- Given an informational source, the student selects the type of information found in that source.
- Sources used are familiar to eighth-grade students.
- Correct answers are appropriate for the type of information required (e.g., maps, graphs, timelines, and/or tables).

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

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Oklahoma Academic Standards 5.2d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

From "How Teens Can Become Community Heroes"

How are the two columns in the chart different?

A Column 1 is more specific while Column 2 is more general.

B Column 1 describes past events and Column 2 predicts a future event.

C One column provides past examples while the other encourages future action.

D One column lists events in sequential order and the other in order of importance.

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Depth of Knowledge: 2
Correct Answer: A

From "Dolores Huerta: Champion of the People"

I. Early Life

II. Life After College

III. Political Involvement Begins
   A. Community Service Organization
   B. National Farm Workers

IV. Delano Grape Strike

V. Motherhood
   A. raised 11 children
   B. taught them to help others

VI. Recognition Received

Which part of the outline needs more detail in order to discuss the influence of Huerta's mother?

A Early Life

B Life After College

C Delano Grape Strike

D Recognition Received

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Depth of Knowledge: 2
Correct Answer: C

From "Oklahoma's Smoky Mountains"

Oklahoma Hiking Trails Review
Little Smoky Mountains

Trail	Description	Length	Location
Horsethief Spring Trail	follows the route used by horse thieves in the 1800s; beautiful scenery; crosses several streams	11.2 miles	Quachita National Forest
Robber's Cave Trails	a variety of connected trails; nice day hiking; great view from mouth of cave	12 miles	southeastern region
Heavener Runestone Trails	trail leads to writing on 12-foot-high rock believed to have been made by Vikings; two easy trails	2.5 miles	Poteau Mountain
David L. Boren Trail	excellent backpacking trail from low water dam; many campsites available	26 miles	Broken Bow
Eagle View Hiking Trail	named for large number of bald eagles who winter there; many species of wildlife; moderate trail	12 miles	near Kaw Lake

Which trail would be <u>best</u> for a family with young children to follow?

A Horsethief Spring Trail

B Robber's Cave Trail

C Heavener Runestone Trail

D Eagle View Hiking Trail

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Depth of Knowledge: 2
Correct Answer: A

From "Oklahoma's Smoky Mountains"

Oklahoma Hiking Trails Review
Little Smoky Mountains

Trail	Description	Length	Location
Horsethief Spring Trail	follows the route used by horse thieves in the 1800s; beautiful scenery; crosses several streams	11.2 miles	Quachita National Forest
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Heavener Runestone Trails	trail leads to writing on 12-foot-high rock believed to have been made by Vikings; two easy trails	2.5 miles	Poteau Mountain
David L. Boren Trail	excellent backpacking trail from low water dam; many campsites available	26 miles	Broken Bow
Eagle View Hiking Trail	named for large number of bald eagles who winter there; many species of wildlife; moderate trail	12 miles	near Kaw Lake

What is the <u>most likely</u> reason for a more experienced hiker to take the David L. Boren Trail?

A Overnight camping is allowed.

B Visitors can look for bald eagles.

C Several small streams are crossed.

D People can see the writing on a large rock.

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Oklahoma Academic Standards 5.2e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

From "How Teens Can Become Community Heroes"

According to the chart, a student who visits patients at a hospital is following Huerta's actions of

A speaking up to fight unfair treatment.

B helping farm workers get rights and benefits.

C learning about people from other backgrounds.

D fighting for the rights of immigrants and women.

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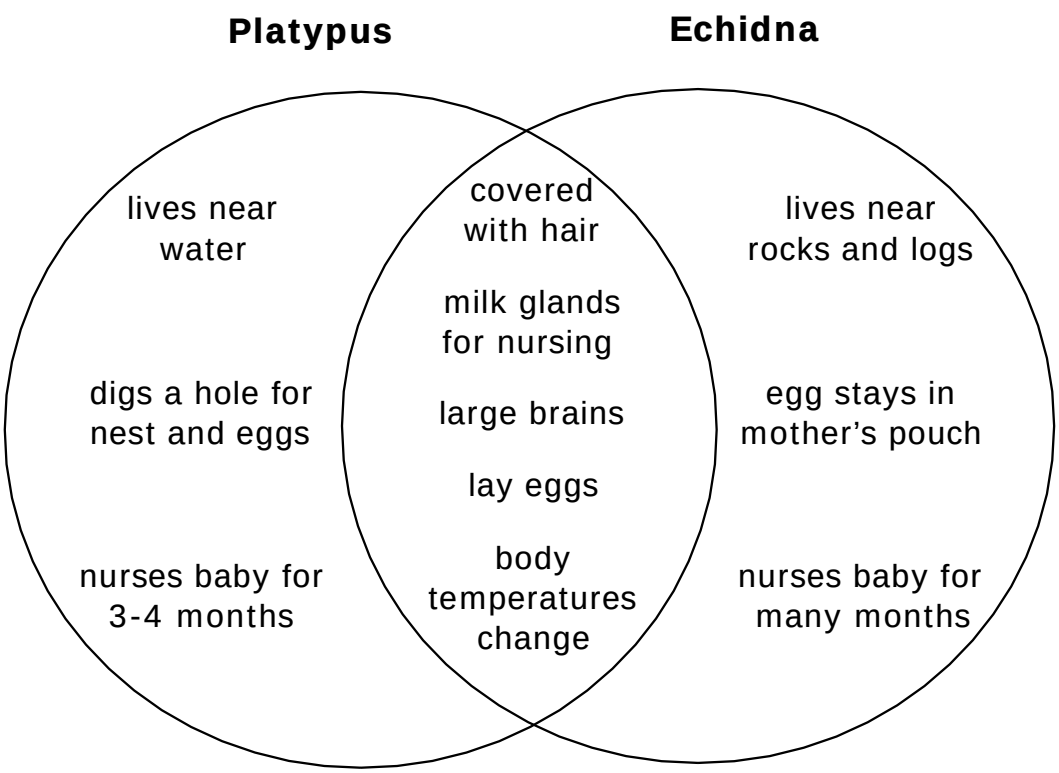
Depth of Knowledge: 3
Correct Answer: B

From "In a Class of Their Own"



How is the middle section of the diagram different from the outer parts of the diagram?

A It provides more specific details while the outer parts are more general.

B It notes similarities between the two while the outer parts note differences.

C It identifies traits in random order and the outer parts list traits chronologically.

D It provides characteristics of just one animal and the outer parts include both animals.

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