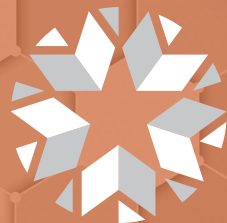


# OKLAHOMA SCHOOL TESTING PROGRAM

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TEST BLUEPRINT AND  
ITEM SPECIFICATIONS **ENGLISH LANGUAGE ARTS**  
**GRADE 5**



**OKLAHOMA**  
Education

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# OKLAHOMA SCHOOL TESTING PROGRAM TEST AND ITEM SPECIFICATIONS

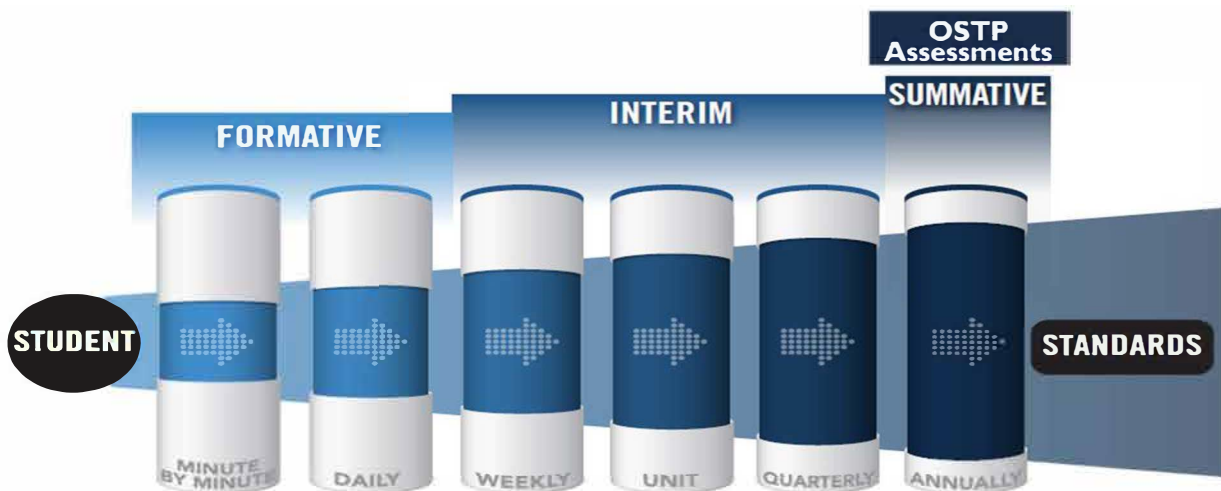
## Grade 5 English Language Arts

### Purpose

A robust assessment system is predicated upon the knowledge that no one assessment is able to provide answers to all questions affecting instructional decisions. An assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information about what students know and can do relative to a set of standards.

### Assessments According to the Oklahoma ESSA Plan

According to page 48 of the Oklahoma ESSA Consolidated State Plan, Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district, and school accountability system.



The OSDE supports an assessment system by working with Oklahoma educators and stakeholders to:

- Ensure that state and federally required annual summative assessments delivered through the Oklahoma School Testing Program (OSTP) are effective and meaningful to families, districts, educators, and members of the community;
- Develop instructional resources to support local formative and interim assessments through the curriculum frameworks projects and assessment guidance toolkit; and
- Build and deliver professional learning through face-to-face and web-based resources to support local assessment needs and interpretation of state assessment data.

Annual assessments delivered through the OSTP are aligned to the Oklahoma Academic Standards and can therefore provide point-in-time data for programmatic and curricular decisions by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). Standards-based formative and interim assessments conducted at the local level can provide additional information and evidence

of learning at a smaller grain size to inform instructional decisions made at the student and classroom level.

While state summative assessments are only one measure of what students know and can demonstrate, having Oklahoma students take OSTP assessments:

- ✓ Helps students, their families, and the public know how students have grown over time and how they are performing relative to the standards, their peers in Oklahoma, and the nation;
- ✓ Enables teachers to see how their students are performing against grade-level expectations communicated through the Performance Level Descriptors (PLDs) to support evaluation and enhancement of curriculum and programs for the next school year;
- ✓ Provides a standardized and reliable measure for school/district leaders, the state, policymakers, and the public to determine how well a system is meeting the goals of helping every child grow along a continuum to prepare them for careers, college, and life; and
- ✓ Provides comparable information and data to inform continuous improvement of a system and appropriately support federal and state accountability decisions.

**Test Structure, Format, and Scoring**

The Grade 5 English Language Arts operational test is administered in three sections over the course of two or three sessions. The first and second sections of the test each consist of approximately 25 operational items and 5 field-test items. Sections 1 and 2 are to be administered in one day or on consecutive days. The third section of the test consists of one operational written response.

Each multiple-choice item is scored as correct or incorrect. Only the 51 operational items contribute to a student’s scaled score on the test. Correct and incorrect field-test items do not contribute to a student’s score.

The student’s raw score is converted to a scaled score using the number correct scoring method.

**Test Alignment with Oklahoma Academic Standards (OAS)**

**Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards**

**1. Categorical Concurrence**

The test is constructed so that there are at least six items measuring each assessable OAS (Standards 2–6). The number of items, six, 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. Range-of-Knowledge Correspondence**

The test is constructed so that each OAS standard has at least one corresponding assessment item.

**3. Source of Challenge**

Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

# OKLAHOMA SCHOOL TESTING PROGRAM

## TEST BLUEPRINT ENGLISH LANGUAGE ARTS

### GRADE 5

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF MC ITEMS	STANDARDS
30–34%	<b>STANDARD 2: READING AND WRITING PROCESS</b> Students will use a variety of recursive reading and writing processes.
22–26%	<b>STANDARD 3: CRITICAL READING AND WRITING</b> Students will apply critical thinking skills to reading and writing.
18–22%	<b>STANDARD 4: VOCABULARY</b> Students will expand their working vocabularies to effectively communicate and understand texts.
12–18%	<b>STANDARD 5: LANGUAGE</b> Students will apply knowledge of grammar and rhetorical style to reading and writing.
12–18%	<b>STANDARD 6: RESEARCH</b> Students will engage in inquiry to acquire, refine, and share knowledge.
90% OF OVERALL SCORE	
10% OF OVERALL SCORE	<b>WRITING SECTION</b> Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
100%	<b>TOTAL: 51 ITEMS</b>

\*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard. Please note this blueprint does not include items that may be field-tested. A minimum of 6 items is required to report a standard.



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## Depth-of-Knowledge Assessed by Test Items

The Grade 5 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	5-15%
Level 2—Skill/Concept	70-85%
Level 3—Strategic Thinking	5-20%
Level 4—Extended Thinking*	10% of overall score

\*One extended written response requiring synthesis, analysis, and evaluation

DOK Ranges are based on the DOK of the OAS. The standards increase grade-level expectations and rigor, and set the expectation for students to be college- and career-ready.

### Reading

- **Level 1** requires students to recall, observe, question, or represent facts or simple skills or abilities. It requires only surface understanding of text, often verbatim recall. Level 1 activities include supporting ideas by reference to details in the text, using a dictionary to find meaning, identifying figurative language in a passage, and identifying the correct spelling or meaning of words.
- **Level 2** requires processing beyond recall and observation; requires both comprehension and subsequent processing of text; and involves ordering and classifying text, as well as identifying patterns, relationships, and main points. Level 2 activities include using context to identify unfamiliar words, predicting logical outcomes, identifying and summarizing main points, applying knowledge of conventions of Standard American English, composing accurate summaries, and making general inferences and predictions for a portion of a text.
- **Level 3** requires students to go beyond the text; requires students to explain, generalize, and connect ideas; involves inferencing, prediction, elaboration, and summary; and requires students to support positions using prior knowledge and to manipulate themes across passages. Level 3 activities include determining the effect of the author’s purpose on text elements; summarizing information from multiple sources; critically analyzing literature; composing focused, organized, coherent, purposeful prose; and making explanatory and descriptive inferences and interpretations across an entire passage.
- **Level 4** may require extended higher order processing, may involve taking information from one text/passage and applying this information to a new task, and may require generating hypotheses and performing complex analyses and connections among texts. Level 4 activities may include analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across sources; creating compositions that synthesize, analyze, and evaluate; and describing and illustrating common themes across a variety of texts.



## Writing/Grammar/Usage and Mechanics

- **Level 1** requires students to write and speak using Standard English conventions, including appropriate grammar, punctuation, capitalization, and spelling.
- **Level 2** requires students to be able to connect ideas in writing, construct compound sentences, and use organizational strategies in written work.
- **Level 3** requires that students develop compositions that include multiple paragraphs and may include complex sentence structure and demonstrate some synthesis and analysis.
- **Level 4** requires that students write multi-paragraph compositions that demonstrate synthesis and analysis of complex ideas or themes.

These descriptions are taken from the following study: Webb, N. L. *Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states*. A study of the State Collaborative on Assessment & Student Standards (SCASS) Technical Issues in Large-Scale Assessment (TILSA). Washington, D. C.: Council of Chief State School Officers, December 2002. Revised in 2014 by Norman Webb and Sara Christopherson.

An extended definition of each depth-of-knowledge level is available at: [http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/ELA%20WebbAlign\\_DOK\\_Summary\\_Table.pdf](http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/ELA%20WebbAlign_DOK_Summary_Table.pdf).

## Universal Design for Learning (UDL) Considerations

Universal Design for Learning (UDL), as applied to assessments, is a framework that provides flexibility in the way information is presented and in the ways students demonstrate knowledge and skills. This reduces barriers while maintaining high expectations for all students, including students with disabilities and students who are limited English proficient. In the Oklahoma Grade 5 tests, items and instructions have been designed to provide maximum readability, comprehensibility, and legibility for all students. This includes design aspects such as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus.

## Online Administration

- Test questions will be presented one at a time.
- The stimulus and question will appear on the screen at the same time. In ELA, passages are presented on the left with the accompanying item on the right. In cases where more than one passage is present, each passage will have its own tab on the left. Students will be able to move back and forth between the tabs as needed.
- Answers may be selected by using the mouse to click on the radio button to the left of the answer choice.
- Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.
- Students will be able to use scratch paper for all online assessments. This paper must be collected and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

## Testing Schedules

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each Grade 5 test is meant to be administered in two sessions within one day or on consecutive days with the exception of Grade 5 English Language Arts, which will be administered in three sessions over two or three days. Estimated time for scheduling is given in the table below.

<b>Day 1 OR Day 1 and Day 2</b> <b>Grade 5 English Language Arts Writing Test Time Schedule</b>	
Distributing login information	Approximately 20 minutes
Administering Section 1 Writing	Approximately 55 minutes
<b>Total:</b>	<b>Approximately 75 minutes</b>
<b>Day 2 OR Day 2 and Day 3</b> <b>Grade 5 English Language Arts Online Test Time Schedule</b>	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
<b>Total:</b>	<b>Approximately 20 minutes</b>
Administering Section 2 of the Grade 5 English Language Arts Online Test	Approximately 40 minutes
Administering Section 3 of the Grade 5 English Language Arts Online Test	Approximately 40 minutes

## Item Guidelines

- All items must clearly indicate what is expected in a response and direct students how to focus their responses, and will be written at a reading level appropriate for a Grade 5 English Language Arts audience.
- All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be “All of the following . . . except.”

## Multiple-Choice Item Guidelines

- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make. Items may contain graphical elements and/or text extracts.
- Each multiple-choice item stem asks a question or poses a clear problem so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

## Extended Constructed-Response

- Extended constructed-response items will be passage-based, and student responses must include information from both passages.
- Extended constructed-response items have a 1500-word limit for student responses.



## Stimulus Materials

Stimulus materials are the tables, charts, graphs, passages, and illustrations students must use in order to respond to items. The following characteristics are necessary for stimulus materials:

1. A stimulus that gives information must precede a question or a set of questions.
2. When students are given information to evaluate, they should know the research question and the purpose of the research.
3. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
4. Stimulus materials for a set of items may be a combination of multiple stimuli.
5. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
6. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.

## 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. Appropriate readability formulas for Grade 5 English Language Arts include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, 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 Oklahoma educator committee that reviews passages provides the final decisions in regards to the readability of a passage.

## General Considerations—Oklahoma School Testing Program

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all OAS standards listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice clues the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard is represented on the test.
5. 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.
6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C, and D responses.
7. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
8. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks different from the other answer choices.

9. Order of presentation of item types is dictated by logic (chronological, spatial, etc.).
10. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand it in the same way.
11. The range of items measuring an OAS standard consisting of more than one skill will provide a balanced representation of those skills.
12. Items should be focused on what all students should know and be able to do as they complete their Grade 5 coursework.
13. The responses “Both of the above,” “All of the above,” “None of the above,” and “Neither of the above” will not be used.
14. The material presented is balanced, culturally diverse, well written, and of interest to Grade 5 test level students. The stimuli and items are fairly presented in order to gain a true picture of students’ skills.
15. Across all forms, a balance of gender and active/passive roles by gender is maintained.
16. Forms attempt to represent the ethnic diversity of Oklahoma students.
17. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be collected and destroyed at the end of the test.
18. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
19. Permission to use stimuli from copyrighted material is obtained as necessary by testing vendor.

In summary, Grade 5 English Language Arts test items ask questions that address issues of importance in a text; require students to demonstrate comprehension of and knowledge about literary genres; require students to demonstrate knowledge of grammar, usage, and mechanics; and are consequential, concise, focused, and fair.

Written responses receive a holistic score that reflects how well the student can integrate writing techniques to produce a good essay.

Responses that do not meet certain criteria cannot be scored. A zero overall score is given to responses that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the writing task.

## Considerations Specific to the Grade 5 English Language Arts Test

Each 5th-grade-level reading passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for determining the purpose for reading, analyzing character traits, compare/contrast, problem/solution, interpretation, analysis, drawing conclusions, and making an inference; be conducive for vocabulary analogies; and contain relevant reading tasks as defined by the Oklahoma Academic Standards for 5th grade.

The passages will be well written and include a variety of sentence types and lengths. They may include dialogue, will reflect Oklahoma's cultural diversity, and will possess sufficient structural integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 5th-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

A test form will contain at least two reading selections that will allow students to make comparisons and connections between texts.

All passages will be reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages will avoid subject matter that might prompt emotional distress.

Permission to use selections from copyrighted material will be obtained as necessary.

The majority of the selections used for the Grade 5 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 700 words. Each reading passage will generate approximately five to seven multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research and information.

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 or modified 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.

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.

Items that assess grammar, usage, and mechanics will have a stimulus sentence or sentences as part of the items that students will use to determine the correct answer to multiple-choice questions.

It is necessary to create test items that are reliable, fair, and targeted to the OAS standards listed on the following pages. There are some considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that Grade 5 test-level students can relate to and understand.
4. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand what is required of them.
5. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. 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. With paired passages, all items will follow the final passage.

## Overview of Item Specifications

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

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

The headings “OAS Standard” and “OAS Objective” state the standard and objective being measured as found in the English Language Arts section of the Oklahoma Academic Standards document.

For each standard, the information under the heading “Item Specifications” highlights important points about a test item’s emphasis, format, content limits, and distractor domain. Sample test items are provided with each standard to illustrate these specifications. 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 standard as the primary concept.

**Note:** With the exception of content limits, the Item Specifications offer suggestions of what might be included in the OSTP assessment and do not provide an exhaustive list of what can be included. For this reason, Item Specifications are only meant to be a supplemental resource for classroom instruction.

In addition, 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 test form to test form, as may their presentations. Sample test items are not intended to predict a student’s performance on the actual test, but rather to allow students to familiarize themselves with the item types and formats that they may see on the test.

## STANDARDS

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## STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will use a variety of recursive reading and writing processes.</li> <li>Reading—Students will read and comprehend increasingly complex literary and informational texts.</li> <li>Writing—Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>
OAS OBJECTIVES	<p><b>5.2.R.1</b> Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> <p><b>5.2.R.2</b> Students will compare and contrast details in literary and nonfiction/informational texts to discriminate genres.</p> <p><b>5.2.R.3</b> Students will begin to paraphrase main ideas with supporting details in a text.</p> <p><b>5.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>5.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>5.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>5.2.W.4</b> Students will edit and revise multiple drafts for intended purpose (<i>e.g., staying on topic</i>), organization, and coherence.</p> <p><b>5.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to attain meaning and comprehend core ideas from increasingly complex texts and to apply the recursive writing process to their own independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>Words being tested will be at grade level.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## STANDARD 3—CRITICAL READING AND WRITING

### OAS STANDARD

- Students will apply critical thinking skills to reading and writing.
- Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Writing—Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

### OAS OBJECTIVES

- 5.3.R.1** Students will determine an author’s stated or implied purpose and draw conclusions to evaluate how well the author’s purpose was achieved.
- 5.3.R.2** Students will determine the point of view and describe how it affects grade-level literary and/or informational text.
- 5.3.R.3** Students will describe and find textual evidence of key literary elements:
- setting
  - plot
  - characters (*i.e., protagonist, antagonist*)
  - characterization
  - theme
- 5.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- simile
  - metaphor
  - personification
  - onomatopoeia
  - hyperbole
  - imagery
  - symbolism\*
  - tone\*
- \*Students will find textual evidence when provided with examples.*
- 5.3.R.5** Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.
- 5.3.R.6** Students will distinguish the structures of texts (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect*) and content by making inferences about texts and use textual evidence to support understanding.
- 5.3.R.7** Students will compare and contrast texts and ideas within and between texts.
- Narrative**
- 5.3.W.1** Students will write narratives incorporating characters, plot, setting, point of view, conflict (*i.e., internal, external*), and dialogue.
- Informative—Grade Level Focus**
- 5.3.W.2** Students will introduce and develop a topic, incorporating evidence (*e.g., specific facts, examples, details*) and maintaining an organized structure.

## STANDARD 3—CRITICAL READING AND WRITING

<b>OAS OBJECTIVES</b>	<p><b>Opinion</b></p> <p><b>5.3.W.3</b> Students will clearly state an opinion supported with facts and details.</p> <p><b>5.3.W.4</b> Students will show relationships among facts, opinions, and supporting details.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"><li>Items will require students to apply critical thinking skills when reading diverse and complex texts and to write in all modes (narrative, informative, and opinion) for various audiences and purposes using refined composition skills.</li></ul> <p><b>Format:</b></p> <ul style="list-style-type: none"><li>Students will be asked to demonstrate the ability to apply critical thinking skills based on a reading selection followed by multiple-choice items. Students will be asked to demonstrate the ability to write by producing multi-paragraph essays in response to mode-specific passage-based writing prompts.</li></ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"><li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li><li>Words being tested will be at grade level.</li><li>Passage-based constructed response writing should be based on the writing modes in the standard: Narrative, Informative, and Opinion.</li></ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"><li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li></ul>

## STANDARD 4—VOCABULARY

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will expand their working vocabularies to effectively communicate and understand texts.</li> <li>Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>
OAS OBJECTIVES	<p><b>5.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p><b>5.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define new words and determine the meaning of new words.</p> <p><b>5.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p><b>5.4.R.4</b> Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p> <p><b>5.4.R.5</b> Students will use a dictionary, glossary, or thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p> <p><b>5.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p><b>5.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts and to apply their vocabulary skills in their independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>Words being tested will be at grade level.</li> <li>Vocabulary test items will contain context clues. Vocabulary test items will include inferential questions.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## STANDARD 5—LANGUAGE

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will apply knowledge of grammar and rhetorical style to reading and writing.</li> <li>Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>
OAS OBJECTIVES	<p><b>5.5.R.1</b> Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.</p> <p><b>5.5.R.2</b> Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p> <p><b>5.5.R.3</b> Students will recognize the subject and verb agreement.</p> <p><b>5.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.</p> <p><b>5.5.W.2</b> Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p> <p><b>5.5.W.3</b> Students will form and use the present and past verb tenses.</p> <p><b>5.5.W.4</b> Students will form and use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>5.5.W.5</b> Students will recognize and correct inappropriate shifts in verb tense.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to recognize and apply appropriate grammar and rhetorical style in texts and to apply correct usage of Standard English in their independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on text with embedded errors followed by multiple-choice stand-alone items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The text will be sentence(s) that appear before each multiple-choice stand-alone item.</li> <li>Test items requiring students to correct the mechanics of sentences should be at or below grade level so that the focus is on the language use rather than reading comprehension.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.</li> </ul>

## STANDARD 6—RESEARCH

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will engage in inquiry to acquire, refine, and share knowledge.</li> <li>Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>
OAS OBJECTIVES	<p><b>5.6.R.1</b> Students will use their own viable research questions to find information about a specific topic.</p> <p><b>5.6.R.2</b> Students will record and organize information from various print and/or digital sources.</p> <p><b>5.6.R.3</b> Students will determine the relevance and reliability of the information gathered.</p> <p><b>5.6.W.1</b> Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p><b>5.6.W.2</b> Students will formulate a viable research question from findings.</p> <p><b>5.6.W.3</b> Students will organize information found during research, following a modified citation style (<i>e.g., author; title, publication date</i>) with guidance and support.</p> <p><b>5.6.W.4</b> Students will summarize and present information in a report.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to analyze and evaluate information from a variety of sources and to synthesize and integrate information in their independent reports and projects.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>



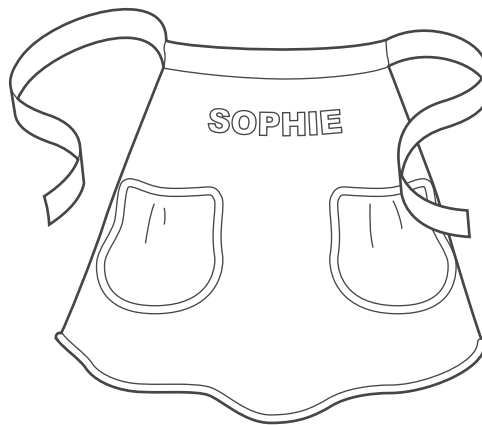
## **PASSAGES & SAMPLE ITEMS**

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### Scratch Cooking

- 1 On Saturday, Aunt Lila came to stay with Sophie while her father and mother went to visit friends. Immediately, Aunt Lila took charge of making dinner. She placed chicken in a big pot, supplied Sophie with an apron, and then announced that tonight's menu would be chicken and noodles "from scratch."
- 2 "Nothing can compete with scratch cooking," said Aunt Lila, lifting the chicken out of its broth and arranging it on a platter. "Now for the noodles."
- 3 "I'll get a bag of noodles from the cupboard," said Sophie.
- 4 "Are you kidding? We're going to make our own noodles!" Aunt Lila said with the enthusiasm of a cheering fan.
- 5 "Making noodles from scratch seems like a lot of work," grumbled Sophie.
- 6 "Positive results require hard work," declared Aunt Lila. "We'll need some flour, salt, an egg, a little milk, and a rolling pin."
- 7 Aunt Lila mixed the flour and salt in a big bowl and with a spoon made a little crater in the middle. She told Sophie to beat the egg in a bowl, measure two tablespoons of milk, and then put the egg and milk into the crater in the flour and stir.
- 8 Sophie stirred and stirred, and the dough became stiffer and stiffer. Sophie's hands began to hurt. "It's too hard to stir," she complained. "Isn't it ready yet?"
- 9 "Good things are worth the effort," replied Aunt Lila, dusting the counter with flour. She then took the bowl from Sophie, lifted out the dough, and positioned it on the cutting board. "Now we must knead the dough." She showed Sophie how to use the palms of her hands to press out the dough and then fold it until it was stretchy like a big rubber band.
- 10 Next, using a rolling pin, Aunt Lila rolled the dough forward and back, forward and back in a repetitive rhythm, until it finally became a large rectangle. She handed the rolling pin to Sophie and said, "Your turn."
- 11 Sophie attempted to roll the dough exactly as Aunt Lila had done. The dough fought against Sophie's efforts. "This sure is hard work," she said.
- 12 "Keep rolling," said Aunt Lila, "because the dough has to be extremely thin."
- 13 Sophie rolled and rolled until the dough was as thin as a sheet of paper. Finally, Aunt Lila examined the dough, gave an approving smile, and said, "Now we cut the noodles."
- 14 Aunt Lila picked up one edge of the dough and rolled the rectangle into a long rope. With a sharp knife, she sliced a thin chunk of dough from the end of the rope. The chunk of dough was coiled up like a snail. Handing the dough to Sophie, she instructed, "Shake it out."

- 15 Sophie took one end of the spiraled dough and shook it until it became a long golden ribbon. "It's a noodle!" she said, her eyes shining in amazement. "Can I cut some?"
- 16 Aunt Lila helped Sophie cut the rest of the dough rope into many small pieces. Together they unrolled each piece until a huge pile of golden noodles blanketed the counter. Aunt Lila dusted the noodles with some more flour while Sophie spread out the noodles so they would not stick together.
- 17 "We'll let the noodles dry a little as we take the chicken off the bone," said Aunt Lila. "Then we'll cook the noodles in the chicken broth, and when they're done, we'll add the chicken."
- 18 For dinner that night Sophie had a big bowl of chicken and noodles.
- 19 "So what do you think of our meal?" asked Aunt Lila, her eyes sparkling.
- 20 With a grin Sophie proclaimed, "Scratch cooking—mmm!" She swallowed her last bite. "May I please have another helping?"



**1 What is the best summary of “Scratch Cooking”?**

- A** Aunt Lila comes to watch Sophie and begins preparing chicken and noodles. Aunt Lila tells Sophie that homemade noodles are better than store-bought noodles, and she asks Sophie to help her make noodles. Sophie discovers that she enjoys homemade food.
- B** Aunt Lila wants to cook dinner with Sophie while her parents are out, and she suggests they cook a chicken. Aunt Lila convinces Sophie that homemade food tastes the best. They make noodles together, and Sophie shakes them open.
- C** Sophie is interested in cooking chicken and noodles with Aunt Lila, and Aunt Lila agrees to show her how. After the noodles are done, they prepare the chicken. When the meal is ready, Sophie and Aunt Lila have dinner.
- D** Sophie mixes the dough for Aunt Lila, and then she kneads it. When it is ready, Aunt Lila rolls the dough out until it is very thin. Sophie decides that making noodles is too much work.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student comprehends and process the text and determines its main idea and supporting details. All of the information is contained within the text, and there is no need to go beyond the text to develop an answer.

**Distractor Rationale**

- A. Correct. This paragraph summarizes the important details of the passage.**
- B.** This paragraph focuses only on the details of making the dinner but omits what Sophie learned in the process.
- C.** This paragraph focuses only on the details of preparing the dinner and eating it but omits what Sophie learned in the process. It also includes a misread in regards to whose idea it was to cook chicken and noodles.
- D.** This paragraph focuses only on the process of making the noodles.

**2 At the beginning of the passage, why is Aunt Lila’s view of scratch cooking different from Sophie’s view?**

- A** Aunt Lila knows no other way to make chicken and noodles.
- B** Aunt Lila worries that Sophie might dislike her chicken and noodles.
- C** Aunt Lila dreads teaching Sophie how to make noodles from scratch.
- D** Aunt Lila understands it is worth the extra time to make noodles from scratch.

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 3

This item is a DOK 3 because the reader needs to have a deep understanding of the passage, and in particular Aunt Lila, as well as draw upon external knowledge of human interaction to arrive at the correct answer.

**Distractor Rationale**

- A. There is no indication in the passage that Aunt Lila does not know other ways to make chicken and noodles.
- B. There is no indication in the passage that Aunt Lila has concerns that Sophie may not like the chicken and noodles.
- C. It is clear that Aunt Lila enjoys teaching Sophie how to make noodles from scratch because she frequently encourages her.
- D. **Correct.** Aunt Lila makes it very evident at the beginning of the passage that making noodles from scratch is worth the effort.

**3 Which sentence from the passage best suggests that Aunt Lila is determined?**

- A** “‘Nothing can compete with scratch cooking,’ said Aunt Lila, lifting the chicken out of its broth and arranging it on a platter.”
- B** “‘Are you kidding? We’re going to make our own noodles!’ Aunt Lila said with the enthusiasm of a cheering fan.”
- C** “‘Good things are worth the effort,’ replied Aunt Lila, dusting the counter with flour.”
- D** “‘We’ll let the noodles dry a little as we take the chicken off the bone,’ said Aunt Lila.”

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 2

This item is a DOK 2. The student performs some mental processing of the passage to gain a deeper understanding of the character of Aunt Lila and how she displays determination. The student considers the evidence presented and make a selection.

**Distractor Rationale**

- A. This sentence indicates that Aunt Lila thinks cooking from scratch is better than other ways of cooking.
- B. This sentence indicates that Aunt Lila is excited about cooking from scratch.
- C. **Correct.** This sentence indicates that Aunt Lila believes that sticking with a difficult task is worth the outcome.
- D. This sentence indicates that Aunt Lila is following the steps of a process.

**4 Read the sentence.**

**The dough fought against Sophie’s efforts.**

**What does the personification of the dough suggest?**

- A** The dough does not have all the ingredients.
- B** The dough is not ready to be rolled out.
- C** The dough is difficult to knead.
- D** The dough prefers Aunt Lila.

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 2

This is a DOK 2 because the student needs to comprehend the text and then mentally process that text to determine what the personification of the dough means. The information to arrive at the response is contained within the text.

**Distractor Rationale**

- A. The personification does not suggest that ingredients are missing.
- B. The personification does not suggest that the dough is not ready to be rolled out.
- C. Correct. The personification suggests that the dough is difficult to knead.**
- D. The personification does not suggest that the dough prefers a certain person.

**5 Based on the Latin word *repetere*, which means “to do again,” the word repetitive from paragraph 10 means**

- A** to repair something.
- B** to repeat something.
- C** to rewind something.
- D** to remove something.

**Standard 4:** Students will expand their working vocabularies to effectively communicate and understand texts.

**Depth-of-Knowledge:** 2

This is a DOK 2 because the student needs to comprehend the text and then mentally process that text and the information contained in the stem to determine the meaning of “repetitive.”

**Distractor Rationale**

- A. “Repair” is not a synonym for the idea of “to do again.”
- B. Correct. “Repeat” is a synonym for the idea of “to do again.”**
- C. “Rewind” is not a synonym for the idea of “to do again.”
- D. “Remove” is not a synonym for the idea of “to do again.”



**6 Which word is a synonym for amazement as it is used in paragraph 15?**

- A** regret
- B** wonder
- C** laughter
- D** confusion

**Standard 4:** Students will expand their working vocabularies to effectively communicate and understand texts.

**Depth-of-Knowledge: 1**

This is a DOK 1. In this item the student is recalling a word that means the same as “amazement.” Minimal mental processing is required to perform this task.

**Distractor Rationale**

- A. “Regret” is not a synonym of “amazement.”
- B. **Correct.** “Wonder” is a synonym for “amazement,” which describes the look in Sophie’s eyes when she saw the spiraling dough transform into a noodle.
- C. “Laughter” is not a synonym of “amazement.”
- D. “Confusion” is not a synonym of “amazement.”

## Catch a Burp From a Soft Drink

**dissolve**—to mix evenly

**carbon dioxide**—a colorless, odorless gas

**saliva**—the liquid in your mouth

**acid**—a sour chemical substance

### Study the gas that puts the fizz in soda pop.

- 1 Burping is not polite in public, even for a soda bottle. And when a soda bottle burps, it can make a mess. So you must do this experiment over the kitchen sink. It will show you why you sometimes feel the urge to burp after having a soft drink.
- 2 The experiment is based on the fact that salt will release gas that has been dissolved in water. If you add a teaspoon of salt to a freshly opened bottle of soda pop, gas and foam will come rushing out. You can use the following trick to catch the gas in a balloon.
- 3 Choose a new balloon or a used one that you know is dry inside. Its neck must be large enough to fit over the mouth of a small, full soda bottle (one that holds twenty ounces or less). Put about a teaspoonful of salt into the balloon.
- 4 Remove the cap from the bottle. Now ask a friend to hold the bottle steady over the sink while you fit the opening of the balloon onto the bottle. Be sure to keep the round end of the balloon hanging down so that no salt falls into the soda yet.
- 5 As you hold the balloon tightly in place on the bottleneck, lift the end of the balloon straight up so that the salt pours into the soda.
- 6 Now you will see the burp going up into the balloon. Foam will go up, too. As you watch, the liquid from the foam will drain back into the bottle, and you will be left with a balloon full of gas.
- 7 Most of the gas in your balloon is carbon dioxide, which is used to make all carbonated drinks. Since you swallow about this much gas with each soda, you can see why you feel the need to burp afterward.

- 8 Carbon dioxide is an interesting gas. You have already seen that it can be dissolved in water. All of the gas in the balloon was dissolved in the soft drink.
- 9 To taste the gas, pour a small drinking cup about one-quarter full with fresh soda, then add salt into the soda a little at a time until the soda no longer fizzes. You will have a cup full of carbon dioxide with some flat, salty soda pop in the bottom. (The gas is heavy, so it will force the air out of the cup.) Taste some of the invisible gas the same way you would taste a drink. It can't hurt you. But it will taste pretty sour because carbon dioxide dissolves in water (such as your saliva) to make a mild acid.
- 10 Now you know why sodas fizz and why, after you drink a soda, the burp tastes sour.



**7 Which detail from the passage best supports the idea that carbon dioxide rises?**

- A** If you add a teaspoon of salt to a freshly opened bottle of soda pop, gas and foam will come rushing out.
- B** As you watch, the liquid from the foam will drain back into the bottle, and you will be left with a balloon full of gas.
- C** (The gas is heavy, so it will force the air out of the cup.)
- D** But it will taste pretty sour because carbon dioxide dissolves in water (such as your saliva) to make a mild acid.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student must understand the passage and make an inference using information from the passage to respond to the question.

**Distractor Rationale**

- A. This detail supports that salt will cause carbon dioxide and foam to spew but not necessarily to rise.
- B. Correct. The gas that is formed when salt is put into the soda is carbon dioxide, and in order for it to fill the attached balloon, the gas must rise into the balloon.**
- C. A gas being heavy does not support the idea of the gas rising.
- D. The taste of carbon dioxide does not support the idea of the gas rising.

**8 Why did the author most likely write the passage?**

- A** to explain to the reader where carbon dioxide comes from
- B** to explain to the reader a method for capturing carbon dioxide
- C** to inform the reader about why carbon dioxide is added to soda
- D** to inform the reader about how carbon dioxide affects the flavor of soda

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge: 3**

This is DOK 3 because the student must have a strong understanding of the passage, recall the reasons for writing and then use that information to make an inference about the author's purpose for writing the passage.

**Distractor Rationale**

- A. The passage explains a method for capturing a gas from soda that turns out to be carbon dioxide, but does not explain where carbon dioxide comes from.
- B. Correct. The passage provides step-by-step directions for capturing the carbon dioxide found in soda.**
- C. The passage does not explain why carbon dioxide is added to soda.
- D. There is nothing in the passage that informs the reader about how carbon dioxide might affect the flavor of soda.

**9 How has the author organized the article?**

- A** through comparison and contrast
- B** with questions and answers
- C** by problem and solution
- D** in sequential order

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge:** 2

This item is a DOK 2. The student must recall the different organizational structures that can be used in writing as well as understand the passage well enough to determine which organizational structure is used.

**Distractor Rationale**

- A. The experiment does not compare or contrast any information.
- B. There are no questions with answers provided in the article.
- C. There are no problems presented that need solutions.
- D. **Correct.** The article provides step-by-step instructions of how to conduct the experiment.

**10 Which resource would be most relevant for a student to use to find information about carbon dioxide?**

- A** atlas
- B** thesaurus
- C** dictionary
- D** encyclopedia

**Standard 6:** Students will engage in inquiry to acquire, refine, and share knowledge.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student is simply recalling which resource to use.

**Distractor Rationale**

- A. An atlas is a book of maps.
- B. A thesaurus is a book of synonyms and antonyms for words.
- C. A dictionary is a book of definitions of words.
- D. **Correct.** An encyclopedia is a book giving information on many subjects and is typically arranged alphabetically.

**11** Which example would be the best source of experiments with different gases?

- A** a book, *How Science Uses Gases*
- B** a Web site, *Science: Fun with Gases*
- C** a newspaper article, "The Importance of Gases"
- D** an encyclopedia article, "Gases in the Environment"

**Standard 6:** Students will engage in inquiry to acquire, refine, and share knowledge.

**Depth-of-Knowledge:** 2

This is a DOK 2. To respond to this item, the student must make an inference about what information might be included in each resource.

**Distractor Rationale**

- A. This book would have information about gases but not necessarily experiments.
- B. Correct. This Web site would most likely have experiments that could be done.**
- C. A newspaper article about the importance of gases would not necessarily include experiments.
- D. An encyclopedia entry about gases in the environment would not necessarily have information about experiments.



Read the passage below. Then answer the questions that follow.

## Fern Creek Park Grand Opening

The mayor of Oak City announces the opening of Fern Creek Park. She invites you to the grand opening on June 14 from 10 A.M. to 2 P.M.

### Grand Opening Schedule

10:00 A.M.	Welcome speech by Mayor Rita Smythe
10:30 A.M.	Flag ceremony and "The Star-Spangled Banner"
11:00 A.M.	Official opening of the park
Noon to 2:00 P.M.	Guided tours of the park
The park will remain open until 9 P.M. to allow visitors time to explore.	

### Features of the Park

- **Walking Trails:** Eight miles of paved trails throughout the park provide excellent opportunities for walking, running, and biking. Four stations with water fountains and restrooms are conveniently located along the trail.
- **Dog Park:** The entire park is dog friendly to owners who keep their pets on leashes; however, remember to keep the park clean. Two fenced-in areas provide places for owners to allow their dogs to run free. The small-dog area is for dogs that weigh less than 20 pounds; the large-dog area is for dogs that weigh 20 pounds or more. This is the only area of Fern Creek Park for dogs that are not on leashes. Owners must remain with their dogs at all times.
- **Nature Preserve:** Fern Creek Park is home to many species of plants and wildlife. The nature preserve is a fenced-in area that allows people to enjoy these plants and animals without disturbing them.
- **Picnic Pavilion:** This covered picnic area provides a wonderful place for families to relax and eat in the shade. For the safety of all visitors, no glass containers are allowed in the park.
- **Children's Area:** This area, for children ages 6 and under, includes swing sets, a sandbox, and slides. Although the equipment is designed for safety, adults should stay with young children.
- **Outdoor Theater:** The amphitheater, an outdoor area for public meetings, includes a 400-square-foot performance stage and grass seating for an audience of about 600 people. Concerts and plays will be performed throughout the summer. The area is also available for private use. Contact the ranger station or visit the park Web site for a schedule of free performances and information on availability and fees.

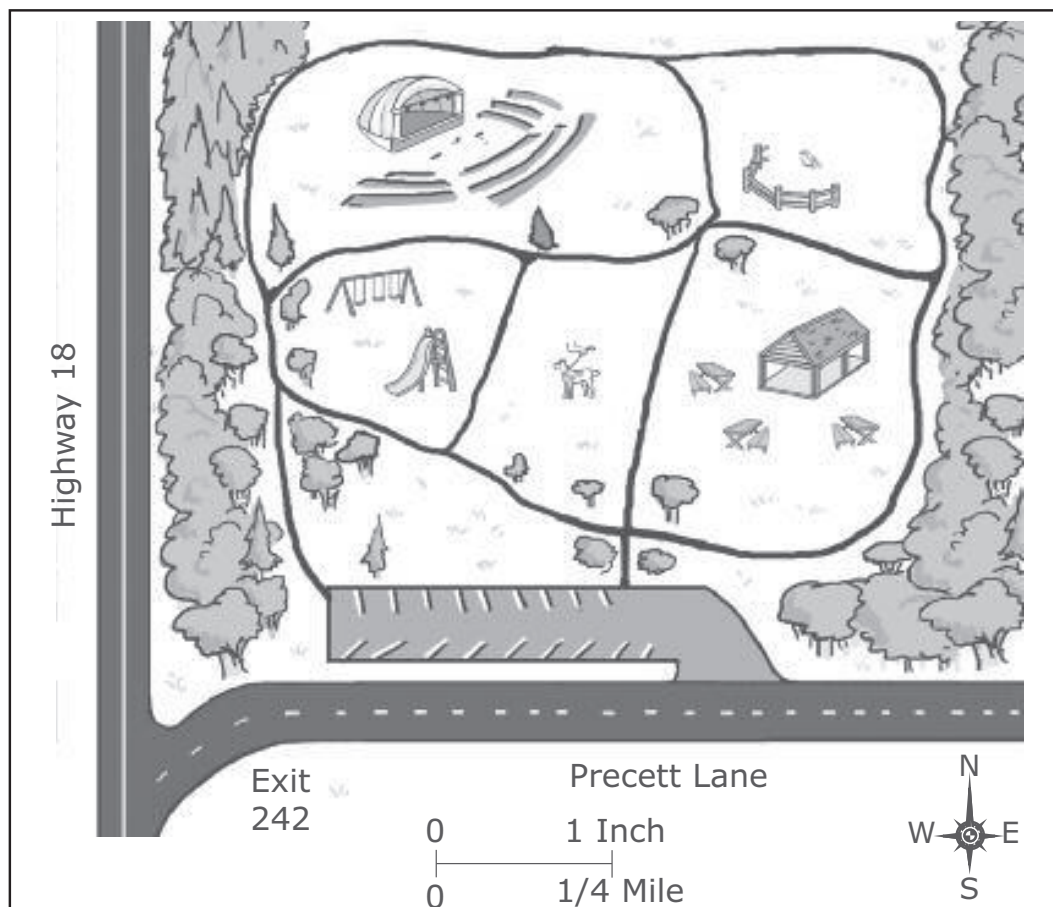
## Parking

Free parking is available at the park entrance; however, the capacity of this area is 50 vehicles. Additional parking is located nearby at the Springhill Shopping Center. No overnight parking or camping in the park is allowed.

## Directions to the Park

By car: Travel north on Highway 18. Take Exit 242. Turn right on Precett Lane. The park entrance is on your left.

By bus: Take bus 14 north to the Precett Lane stop. Walk 0.2 miles to the park entrance on the left.



## Contact Information

Ranger station phone: (525) 555-9872

Web site: [www.ferncreekpark.org](http://www.ferncreekpark.org)

**12 “Fern Creek Park Grand Opening” is nonfiction because it**

- A** marks main ideas with bold type.
- B** provides factual information.
- C** contains a map of the area.
- D** shows a list of directions.

**Standard 2:** Students will use a variety of recursive reading and writing processes.

**Depth-of-Knowledge: 2**

This is a DOK 2. The student recalls the features of nonfiction text and makes a determination about why this passage fits into the nonfiction category.

**Distractor Rationale**

- A. Bold type can be used in fiction selections as well.
- B. Correct. Nonfiction selections provide factual information.**
- C. A fiction selection could include a map.
- D. A fiction selection could include a set of directions.

**13 The author most likely wrote the flier to inform readers about the**

- A** theater in a new park.
- B** characteristics of a new park.
- C** limited parking spaces at a new park.
- D** special appearance of the mayor at a new park.

**Standard 3:** Students will apply critical thinking skills to reading and writing.

**Depth-of-Knowledge: 2**

This is a DOK 2 because the student must comprehend the information in the passage and make an inference as to why the author wrote the passage.

**Distractor Rationale**

- A. The theater is only one of many aspects of the new park.
- B. Correct. The flier provides features that are available in the new park.**
- C. The fact that there is limited parking is a detail rather than the topic of the flier.
- D. The appearance of the mayor is a detail rather than the topic of the flier.

**14** Read the sentence.

**“Ouch! That really hurt!” I cried after I fell off my bike.**

**Why is the interjection “Ouch!” used in the sentence?**

- A** to show pain
- B** to show worry
- C** to give directions
- D** to give suggestions

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 2

This is a DOK 2 because the student must recall why interjections are used in writing and apply that knowledge to respond to the item.

**Distractor Rationale**

- A. Correct.** The interjection is emphasizing the pain that is felt.
- B.** The interjection is not showing worry.
- C.** The interjection is not giving directions.
- D.** The interjection is not giving suggestions.

**15 Read the sentence.**

**"Let's record ourselves reading aloud, said Frank."**

**What change, if any, should be made to the punctuation in the sentence?**

- A** "Let's record ourselves reading aloud said Frank."
- B** "Let's record ourselves reading aloud" said Frank.
- C** "Let's record ourselves reading aloud," said Frank.
- D** no change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 2

This is a DOK 2. The student must recall the rules regarding punctuation in dialogue and apply the rule to the sentence.

**Distractor Rationale**

- A. The end quotations should appear after the word "aloud" preceded by a comma.
- B. A comma should come after the word "aloud and before the quotation mark.
- C. **Correct.** A comma preceding the end quotation mark is the correct punctuation for this line of dialogue.
- D. The end quotation mark should appear after the comma separating the dialogue and speaker.

**16 Read the sentence.**

**Lucy agreed to go to the library for the book.**

**Which tense is the verb agreed in the sentence?**

- A** past
- B** present
- C** past perfect
- D** present perfect

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 1

This is a DOK 1 because the student recalls the fact that many verbs add *-ed* to show past tense.

**Distractor Rationale**

- A. **Correct.** The verb "agreed" is in the past tense which indicates the action has already happened.
- B. A present tense for this verb would be "agrees."
- C. A past perfect tense for this verb would be "had agreed."
- D. A present perfect tense for this verb would be "has agreed."

**17** Read the sentence.

The dogs caught sight of the cat, and at once they chase it.

**What change, if any, should be made to chase in the sentence?**

- A** chases
- B** chased
- C** chasing
- D** no change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge: 1**

This is a DOK 1 because the student recalls the fact that many verbs add *-ed* to show past tense.

**Distractor Rationale**

- A. This verb form is in present tense but should be the past tense form to be parallel with “caught.”
- B. Correct. “Chased” is the past tense form and is parallel with the past tense verb “caught.”**
- C. This is the incorrect verb form for a sentence in past tense.
- D. This verb form is in present tense but should be the past tense form to be parallel with “caught.”

**18** Read the sentence.

Joel ran faster than Mike won the race.

**What change, if any, should be made to the sentence?**

- A** Joel ran faster than Mike, he won the race.
- B** Joel ran faster than Mike and won the race.
- C** Joel ran faster than Mike. And he won the race.
- D** no change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge: 2**

This is a DOK 2 because the student recalls the rules about compound sentences and applies them to the task.

**Distractor Rationale**

- A. This run-on sentence forms a comma splice, which is created when two independent clauses are joined with a comma and no accompanying coordinating conjunction.
- B. Correct. This is a simple sentence with a compound verb.**
- C. This structure includes a sentence fragment.
- D. This is a run-on sentence which needs a conjunction.

**19** Read the sentence.

Everybody in the auditorium were asked to stand.

What change, if any, should be made to were in the sentence?

- A** am
- B** was
- C** are
- D** no change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Depth-of-Knowledge:** 2

This is a DOK 2 because the student recalls information about irregular verbs and applies the knowledge to the sentence.

**Distractor Rationale**

- A. “Everybody” is a singular subject and “am” is a singular verb, but it is the incorrect form for the subject.
- B. Correct.** “Everybody” is a singular subject and “was” is a singular verb in the past tense.
- C. “Everybody” is a singular subject and “are” is a plural verb.
- D. “Everybody” is a singular subject and “were” is a plural verb.



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