OKLAHOMA SCHOOL TESTING PROGRAM

OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

August 2013

End-of-Instruction

ACE English II

OKLAHOMA STATE DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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Oklahoma School Testing Program
Test and Item Specifications
End-of-Instruction ACE English II

Purpose

The purpose of this test is to measure Oklahoma students' level of proficiency in English II. The End-of-Instruction test requires students to respond to a variety of items linked to the tenth-grade language arts content standards identified in the Oklahoma Academic Standards (OAS). Each English II test form will assess the identified standards and objectives listed below. The following standards and objectives are intended to summarize the knowledge as identified in the Oklahoma Academic Standards.

Oklahoma Academic Standards Language Arts Grade 10 Standards and Objectives
Reading/Literature
Vocabulary (1.0)
Comprehension (2.0) • Literal Understanding (2.1) • Inferences and Interpretation (2.2) • Summary and Generalization (2.3) • Analysis and Evaluation (2.4)
Literature (3.0) • Literary Genres (3.1) • Literary Elements (3.2) • Figurative Language (3.3) • Literary Works (3.4)
Research and Information (4.0)
Writing/Grammar/Usage and Mechanics
Writing (1.0/2.0) • Writing Prompt
Grammar/Usage and Mechanics (3.0) • Standard Usage (3.1) • Mechanics and Spelling (3.2) • Sentence Structure (3.3)

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OKLAHOMA ACADEMIC STANDARDS

LANGUAGE ARTS GRADE 10
STANDARDS AND OBJECTIVES

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.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material, such as glossary, dictionary, thesaurus, and available technology, to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organization patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

1. Literal Understanding
   a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.

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Note: 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).

Note: Book icons 🕮 identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).

c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).

d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).

2. Inferences and Interpretation

a. Use elements of the text to defend responses and interpretations.

b. Draw inferences, such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.

c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).

3. Summary and Generalization

a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.

b. Use text features and elements to support inferences and generalizations about information.

c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

4. Analysis and Evaluation

a. Discriminate between fact and opinion and fiction and nonfiction.

b. Evaluate deceptive and/or faulty arguments in persuasive texts.

c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Standard 3: 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. Conduct an in-depth analysis of the themes of these works.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

a. Analyze the characteristics of genres, including short story, novel, drama, narrative and lyric poetry, and essay.

b. Analyze the characteristics of subgenres, such as satire, sonnet, epic, myths and legends, mystery, and editorials.

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2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
   a. Describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, point of view, and how they are addressed and resolved.
   b. Explain how an author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.
   c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
   d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
   e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices—Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
   a. Identify and use figurative language, such as analogy, hyperbole, metaphor, personification, and simile.
   b. Identify and use sound devices, such as rhyme, alliteration, and onomatopoeia.
   c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works—The student will read and respond to historically and culturally significant works of literature.
   a. Analyze and evaluate works of literature and the historical context in which they were written.
   b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
   c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature, and provide evidence to support the ideas expressed in each work.

Standard 4: Research and Information—The student will conduct research and organize information.

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1. Accessing Information—Select the best source for a given purpose.
   a. Access information from a variety of primary and secondary sources.
   *b. Skim text for an overall impression and scan text for particular information.
   c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
   a. Summarize, paraphrase, and/or quote relevant information.
   b. Determine the author's viewpoint to evaluate source credibility and reliability.
   c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
   d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: Writing Process—The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
   a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
   b. analyze audience and purpose:
      i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
      ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.

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c. analyze appropriate mode/genre.

d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.

e. revise for appropriateness of organization, content, and style.

f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

a. draft a text with a clear controlling idea or thesis.

b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.

c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.

d. apply a consistent and appropriate point of view.

e. understand and apply formal and informal diction.

3. Demonstrate organization, unity, and coherence by using transitions and sequencing:

a. read the draft from the intended audience's point of view to evaluate clarity of purpose.

b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.

c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.

d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.

e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.

f. evaluate whether sentence structures are varied in type, length, and complexity.

4. Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:

a. apply Standard English usage, spelling and mechanics to text.

b. correct errors in grammatical conventions.

c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.

d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).

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e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, respond to classmates' writing).

Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriately for the mode/genre.

1. Compose fictional, biographical or autobiographical narratives or short stories that:
   a. establish and develop dynamic and static characters including character motivation, gestures, and feelings.
   b. establish and develop a plot that effectively communicates the overall theme and establishes significant events.
   c. establish and maintain a consistent point of view especially third person limited or omniscient point of view.
   d. establish and develop a setting within a narrative that is relevant to the overall meaning of the work.
   e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.
   f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays and research reports that:
   a. integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
   b. communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.
   c. integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.
   d. integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.

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e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.

f. use technical terms and notations accurately.

3. Compose persuasive/argumentative compositions that:

a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.

b. use exposition, narration, description, and argumentation to support the main argument.

c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.

d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

e. effectively address reader's concerns, counterclaims, biases, and expectations.

*4. Create documents related to career development that:

a. follow conventional format for email, formal letter, or memorandum.

b. provide clear and purposeful information and address the intended audience appropriately.

c. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.

5. Compose reflective papers that may address one of the following purposes:

a. express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.

b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.

c. complete a self-evaluation on a class performance.

6. Use appropriate essay test-taking and time-writing strategies that:

a. budget time for prewriting, drafting, revising, and editing.

b. prioritize the question/prompt.

c. identify the common directives from the prompt (identify command verbs: and etc.).

d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.

e. apply appropriate organizational methods to thoroughly address the prompt.

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7. Compose responses to literature that:
   a. integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.
   b. evaluate the impact of genre, historical, and cultural context on the work.
   c. evaluate the impact of literary elements/devices and complexities within the work.
   d. extend writing by changing mood, plot, characterization, or voice.

*8. Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:
   a. incorporates relevant integrated quotations, summary, and paraphrase with commentary.
   b. includes internal citations.
   c. contains a works cited/bibliography.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

1. Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.
   a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
   b. Use nominative, objective, possessive nouns.
   c. Use abstract, concrete, and collective nouns.
   d. Use correct verb forms and tenses.
   e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
   f. Distinguish transitive, intransitive, and linking verbs.
   g. Distinguish active and passive voice.
   h. Use correct pronoun/antecedent agreement and clear pronoun reference.
   i. Use correct forms of positive, comparative, and superlative adjectives.
   j. Use correct form of conjunction (coordinating, correlating, or subordinating).
   k. Use appositives and verbals in compositions.
2. Mechanics and Spelling. The student will demonstrate appropriate language mechanics in writing.

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a. Apply capitalization rules appropriately in writing.
b. Punctuate in writing including:
   i. commas
   ii. quotation marks
   iii. apostrophes, colons, and semicolons
   iv. ellipsis
   v. hyphens, dashes, parentheses, and brackets
c. Demonstrate correct use of punctuation in research writing including:
   i. formal outline
   ii. parenthetical documentation
   iii. works cited/bibliography
d. Use correct formation of plurals.
e. Use correct spelling including:
   i. commonly misspelled words and homonyms
   ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
   iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

3. Sentence Structure. The student will demonstrate appropriate sentence structure in writing.
   a. Identify and use parallel structure.
   b. Correct dangling and misplaced modifiers.
   c. Correct run-on sentences.
   d. Correct fragments.
   e. Correct comma splices.
   f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
   g. Use a variety of sentence structures and lengths to create a specific effect.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

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***Standard 1: Listening—The student will listen for information and for pleasure.**

1. Engage in critical, empathy, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.
4. Use feedback to evaluate own effectiveness and set goals for future presentations.

***Standard 2: Speaking—The student will express ideas and opinions in group or individual situations.**

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.

Visual Literacy: **The student will interpret, evaluate, and compose visual messages.**

***Standard 1: Interpret Meaning—The student will interpret and evaluate the various ways visual image-makers, such as graphic artists, illustrators, and news photographers, represent meaning.**

1. Identifies the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).
2. Investigates how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).

***Standard 2: Evaluate Media—The student will evaluate visual and electronic media, such as film, as they compare with print messages.**

1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).

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***Standard 3: Compose Visual Messages—The student will create a visual message that effectively communicates an idea.**

1. Investigate and present the sources of a media presentation or production, such as who made it and why it was made.
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.

Writing to Modes

Each student taking the English II End-of-Instruction test will write an essay to one of the following modes: narrative, descriptive, expository, persuasive, or reflective. Essays written to each of these modes are assessed using the scoring rubrics and analytic scores included in the following pages.

A **narrative essay** tells about a personal experience or reports on an observed event. In a narrative, events unfold over time. The writer develops the narrative by using specific details and includes personal reactions to the experience or event.

A **descriptive essay** describes a person, place, thing, or experience with enough vivid details that the reader can imagine what the writer is describing. The writer uses precise vocabulary and may use sensory language to evoke images.

An **expository essay** is informative by nature and helps readers understand new information. It may be structured in a variety of ways, including, but not limited to, step-by-step progression, compare and contrast, cause and effect, problem and solution, or extended definition.

A **persuasive essay** tries to convince readers to think or act in a certain way or to accept a particular viewpoint. The writer supports a position with logic, facts, reasons, examples, and/or arguments.

A **reflective essay** presents the writer's personal reflections on or reactions to a quotation or an idea. The writer may choose to write about literature, about a life experience, about a person who has had an impact on the writer's life, or even about an inanimate object—as long as the writer can reflect about it, the subject is appropriate.

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Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	• The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	• The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	• The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	• The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	• Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	• Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	• May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	• Lacks logical direction • No evidence of organizational structure

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Analytic Scores (continued)

Score	Word Choice
4	• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to Lively verbs Vivid nouns Imaginative adjectives Figurative language Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	• Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by Attempts at figurative language and dialogue Some use of lively verbs, vivid nouns, and imaginative adjectives Few vague, overused, and repetitive words are used
2	• Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	• Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	• Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	• Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	• Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	• Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

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Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	• The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are minor and do not affect readability
3	• The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be more noticeable but do not significantly affect readability
2	• The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be distracting and interfere with readability
1	• The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are numerous and severely impede readability

* To receive a 4 in "Ideas and Development," a student must write to the specified mode.

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Composite Score

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 6-point scale.

Test Specifications

The English II operational test is administered in three sections over the course of two or three days. The first section of the test consists of one operational written response. The second and third sections of the test each consist of approximately 30 operational multiple-choice items and 5 field-test multiple-choice items. Sections 2 and 3 are to be administered in one day or consecutive days.

Each multiple-choice item is scored as correct or incorrect. Only operational multiple-choice and one written-response item contribute to the total test score. Thus, for example, if a test contained 61 operational items and 10 field-test items, only those 61 operational items (not the field-test items) would contribute to a student's scaled score.

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

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, 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 at least 75 percent of the objectives for each OAS standard have at least one corresponding assessment item.
3. Balance of Representation* The test construction shall yield a balance of representation with an index value of 0.7 or higher of assessed objectives related to an OAS standard.
4. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard or objective being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

***** When new OAS standards and objectives are implemented, there is a transition period before the criteria for test alignment with Oklahoma Academic Standards can be completely met. During this transition time, items are developed and field tested in order to meet the criteria for alignment to the OAS standards and objectives.

Depth-of-Knowledge Assessed by Test Items

The test will approximately reflect the following "depth-of-knowledge" distribution of items:*

Depth-of-Knowledge	Percent of Items
Level 1—Recall	10–15%
Level 2—Skill/Concept	60–70%
Level 3—Strategic Thinking Level 4—Extended Thinking	15–25%

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* This is the ideal depth-of-knowledge distribution of items. There may be slight differences in the actual distribution of the upcoming testing session.

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Reading

- Level 1 requires students to recall, observe, question, or represent facts or simple skills or abilities. Requires only surface understanding of text, often verbatim recall.
  Examples:
  - Support ideas by reference to details in text
  - Use dictionary to find meaning
  - Identify figurative language in passage
  - Identify correct spelling or meaning of words
- Level 2 requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text. Involves ordering, classifying text, as well as identifying patterns, relationships, and main points.
  Examples:
  - Use context to identify unfamiliar words
  - Predict logical outcome
  - Identify and summarize main points
  - Apply knowledge of conventions of Standard American English
  - Compose accurate summaries
  - Make 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. Requires students to support positions using prior knowledge and to manipulate themes across passages.
  Examples:
  - Determine effect of author's purpose on text elements
  - Summarize information from multiple sources
  - Critically analyze literature
  - Compose focused, organized, coherent, purposeful prose
  - Make 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. May require generating hypotheses and performing complex analyses and connections among texts.
  Examples may be as follows:
  - Analyze and synthesize information from multiple sources
  - Examine and explain alternative perspectives across sources
  - Create compositions that synthesize, analyze, and evaluate
  - Describe and illustrate common themes across a variety of texts

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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.

Note: These descriptions are taken from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21–24, 2001, Version 2.0.

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Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
ACE English II
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 Test
Reading/Literature		
1.0 Vocabulary	**6–8**	**9%–12%**
2.0 Comprehension	**16–20**	**24–30%**
2.1 Literal Understanding	4–5	
2.2 Inferences and Interpretation	4–5	
2.3 Summary and Generalization	4–5	
2.4 Analysis and Evaluation	4–5	
3.0 Literature	**17–20**	**26%–30%**
3.1 Literary Genres	4–5	
3.2 Literary Elements	5–6	
3.3 Figurative Language	4–5	
3.4 Literary Works	4–5	
4.0 Research and Information	**6**	**9%**
Writing/Grammar/Usage/Mechanics		
1.0 and 2.0 Writing	**1**	**9%**
Writing Prompt	1 (6 points)	
3.0 Grammar/Usage and Mechanics	**12**	**18%**
3.1 Standard Usage	4	
3.2 Mechanics and Spelling	4	
3.3 Sentence and Structure	4	
Total Test	**61 (61points)**	**100%**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for English II correspond to the *PASS* English II standards.

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General Considerations—Oklahoma Core Curriculum Tests

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 End-of-Instruction test is meant to be administered in two sections within one day or consecutive days with the exception of ACE English II and ACE English III, which will be administered in three sections over two or three days. Estimated time for scheduling purposes is given in the table below.

Day 1 OR Day 1 and Day 2 EOI English II Writing Test Time Schedule	
Distributing EOI English II Test Booklets, reading directions	Approximately 20 minutes
Administering Section 1 Writing	35 minutes
Total:	Approximately 55 minutes

Day 2 OR Day 2 and Day 3 EOI English II Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Distributing login information	Approximately 5 minutes
Administering Section 2 of the English II Online Test	Approximately 40 minutes
Total:	Approximately 45 minutes
Distributing login information	Approximately 5 minutes
Administering Section 3 of the English II Online Test	Approximately 40 minutes
Total:	Approximately 45 minutes

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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 and/or objective. The Test Blueprints and score reports reflect the degree to which each OAS standard and/or objective 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. The four choices are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
8. 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.
9. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
10. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
11. 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.
12. It is not possible to measure every OAS objective on the test. However, at least 50% of the objectives from each of the Oklahoma Academic Standards (except the Oral Language/Listening Standards) are included on the test.
13. The range of items measuring an OAS objective consisting of more than one skill will provide a balanced representation of those skills.
14. Items should be focused on what all students should know and be able to do as they complete their End-of-Instruction coursework.
15. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
16. The material presented is balanced, culturally diverse, well written, and of interest to End-of-Instruction level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.

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17. Across all forms, a balance of gender and active/passive roles by gender is maintained.
18. Forms attempt to represent the ethnic diversity of Oklahoma students.
19. 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 taken up and destroyed at the end of the test.
20. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
21. In addition to the 60 operational items, there will be 10 field-test items per form.
22. Permission to use stimuli from copyrighted material is obtained as necessary by CTB/McGraw-Hill.

Item Types

Each multiple-choice item will have four responses—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make.

For item review committee purposes, information regarding the OAS standard and objective addressed and a correct answer key will accompany each item.

Each item begins with a stem that asks a question or poses a clear problem. A stem will seldom include an incomplete sentence.

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."

A stimulus that gives information must precede a question or a set of questions.

Stimulus Materials

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

1. When students are given information to evaluate, they should know the research question and the purpose of the research.
2. Passages, graphics, tables, etc., will 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 will be real examples of what students would encounter in or beyond school.
5. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.

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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. Appropriate readability formulas for English II and English III 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 teacher committee that reviews passages provides the final decisions in regards to the readability of a passage.

Online Administration

Test questions will be presented one at a time.

Answers may be selected by using either the mouse or the keyboard.

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.

Tools (including a scientific calculator on the ACE Algebra I and ACE Geometry assessments and a graphing calculator for the ACE Algebra II assessment) appear at the top of the screen/page to aid in answering questions.

Students will be able to use scratch paper for all online assessments. This paper must be taken up 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. Students are not allowed to use scratch paper on the Writing portions of the English II and English III assessments. Planning pages are provided within the documents.

The stimulus and question will appear on the screen at the same time.

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Considerations Specific to the English II Test

Each 10th-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, making an inference, being conducive for vocabulary analogies, and relevant reading tasks as defined by the Oklahoma Academic Standards for 10th 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 10th-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 End-of-Instruction test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 1500 words. Each reading passage will generate approximately eight to twelve multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research and information. Each grammar passage will generate approximately six to ten multiple-choice questions from the OAS standards, including grammar, usage, and mechanics. Each writing prompt will allow students the opportunity to demonstrate writing skills.

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 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 all standards, objectives, and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.

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*When new OAS standards and objectives are implemented, there is a transition period before paired texts are selected and developed for use in the test.

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3. Test questions focus on authentic content that End-of-Instruction-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. All multiple-choice answer choices—keys and distractors—are similar in length, syntax, or structure. Students should not be able to rule out a wrong answer or identify a correct response solely by its appearance. Distractors are created so that students must reason their way to the correct answer rather than simply eliminate 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 will be approximately equally distributed among answer choices.
7. With paired passages, items for each passage will follow the passage for which the items are written. The items that require comparisons and connections between passages will appear after both passages. There will be a minimum of three questions for the related paired items separate from the minimum three to five questions for each of the passages in the pair.

Universal 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 End-of-Instruction tests, modifications have been made to some items to simplify and clarify instructions as well as to provide maximum readability, comprehensibility, and legibility. This includes such things 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. The End-of-Instruction tests will have vocabulary three grade levels below 10th grade, except for content specific words, on all tests but English II and English III. English II vocabulary will be on 10th-grade level. These modifications are evident in the sample items included in this document.

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Multiple-Choice Item Rules

- 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 an English II-level audience.
- 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, only one of which is correct. Items may contain graphical elements and/or text extracts.
- Multiple-choice item stems will present complete problems 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.

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.

In summary, End-of-Instruction English II 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 two types of scores: an overall composite score and a series of analytic scores for specific writing skills. The overall composite score reflects how well the student can integrate writing techniques to produce a good essay. The five analytic scores each focus on a specific aspect of the student's writing.

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.

These rules also apply for analytic scores, except that analytic scores are given to responses that are off the topic but otherwise scoreable.

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OVERVIEW OF ITEM SPECIFICATIONS

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

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

The headings "OAS Standard," "OAS Objective," and "OAS Skill" state the standard, objective, and skill being measured as found in the Language Arts section of the Oklahoma Academic Standards document. For each objective, 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 objective/skill 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 about Item Specifications and Sample Items: With the exception of content limits, the Item Specifications offer suggestions of what might be included and do not provide an exhaustive list of what can be included.

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.

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[†] Sample test items designated with an asterisk (*) are not based on a passage contained herein.

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The Carvers: A Legend from the Yucatan†

by Alex Whitney

1 No matter what anyone thought, Apu and Coh were friends. But this was a fact their neighbors found hard to believe, for the two young woodcutters appeared to be constantly at odds with one another. It was true that if Apu assured Coh the rainy season would soon begin, Coh predicted an immediate and severe drought. Or, if Coh remarked on the sweetness of the round yellow fruit he had plucked from a nanze tree, Apu insisted it was bitter-tasting and unfit to eat. Whatever plans Coh made, Apu opposed; whatever opinions Apu uttered, Coh disputed. Or so it seemed to the villagers who lived in the *milpa,* a forest clearing in the kingdom of Mayapan.

2 There were two things, however, Apu and Coh shared wholeheartedly: a great esteem and love for their ruler, Hunac, and a desire to one day be of service to him. Apu and Coh often discussed these matters, for almost every day they worked near one another in the forest. With his hefty ax Apu chopped down the trees and thick vines in a never-ending struggle to hold back the forest growth from the neat rows of corn that grew in the milpa. And from the wood of the trees Apu felled, Coh, with his sharp knife, fashioned blowgun darts for the village hunters.

3 One day during their noon-hour rest from work, Apu and Coh sat on a grassy mound beneath the wheel-like branches of a mahogany tree. Then they drank from gourds filled with a mixture of spring water and cornmeal. Between sips of the gruel, Apu wondered aloud: "How could we ever be of service to Hunac? What could two lowly woodcutters offer their beloved ruler? We are neither priests, nor warriors, nor healers, nor rich noblemen—"

4 "Nor magicians, nor seers, nor sculptors, nor astronomers," interrupted Coh. "No, Apu, we are only two woodsmen who must now get on with our work."

5 Apu sighed and rose to his feet. But as he bent down to pick up his ax, he saw in the grass a log of unusually fine-grained wood. As he held it up for Coh to admire, a plan took shape in Apu's thoughts.

6 "I will chop this splendid piece of wood in two," Apu said. "You, Coh, may have one half of it with which to make your darts. And from my half I will shape an ornament for our ruler's pyramid."

7 Coh propped himself against the trunk of the mahogany tree and shook with laughter. "How could you, with your clumsy ax, make an ornament fit for our ruler's pyramid?" he asked Apu. "Have you forgotten the time we traveled to Hunac's headquarters to hear him proclaim the laws of Mayapan? Have you forgotten that Hunac's pyramid is one of the most beautiful palaces in the kingdom? Use your ax to chop the log in two. Then *I* shall carve an ornament for Hunac from my half of the wood!"

†Adaption of "The Carvers" from *Voices in the Wind* by Alex Whitney, copyright © 1976 by Alexandra Whitney. Used by permission of David McKay Company, a division of Random House, Inc.

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8 Apu stared at Coh in angry disbelief. With a single blow of his ax he split the log in two, then tossed one of the halves near Coh's feet.

9 How could *you,* with your tiny knife, make an ornament for our ruler?" Apu asked in a voice filled with scorn. "You would never finish the work!"

10 For many days thereafter the two woodcutters continued to work in the forest. But during every midday hour, each went to the place in the forest where he had hidden his half of the log. Then Apu and Coh, each with his own tool, secretly whittled and chopped and chipped at their pieces of wood.

11 At last there dawned a day when each carver enshrouded his finished ornament in a sheet of bark cloth and set off for Hunac's headquarters, a half-day's march away.

12 Apu and Coh met on the forest trail.

13 "Poor Apu!" exclaimed Coh, casting a sidelong glance at his friend's cloth-covered carving. "Our ruler will not like *your* work because you could never have shaped a beautiful ornament with your big ax!"

14 "It is you, Coh, who should be pitied!" retorted Apu. "Our ruler will not like *your* work because it is no doubt marked with little scratchings made by your knife!"

15 Soon the travelers came to the outskirts of the forest and stood on the rise of a hill. Below them stretched a wide causeway that mounted another hill in the distance, and from its crest rose a gleaming white pyramid: the palace of Hunac.

16 The two woodsmen slowly climbed the steep flight of steps ascending the pyramid's terraced side. When they reached the small chamber perched on its flat-topped summit, they glimpsed an open doorway flanked by columns of serpents sculptured in stone. And in the doorway stood a man arrayed in a long cloak and a headdress made of brilliantly colored feathers.

17 Apu and Coh, grateful for each other's presence, stood motionless before their ruler.

18 "Friends," said Hunac, "as I watched your approach to my headquarters, I wondered if you had brought me something."

19 Apu and Coh hastily tore the cloths off their gifts and handed their carvings to Hunac. Then each friend turned to look at the other's ornament, each forgetting his own.

20 Hunac examined his gifts. "How can this be?" he asked in astonishment. "There are two of you, yet these beautiful ornaments are almost identical and appear to be the work of one! Friends, go forth no more. Stay with me, for you are both master craftsmen!"

21 So from that time on, Apu and Coh remained with Hunac, and carved the arches, doorways, and ornaments that made their ruler's headquarters the most magnificent in all Mayapan.

22 And strangely enough, or perhaps not so strangely, from that time on, no one ever again heard Apu and Coh disagree with each other.

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The Eagle That Went to War†

by Walter Oleksy

1 In the spring of 1861, deep in the forests of northwest Wisconsin, a fledgling eagle was about to begin a journey that would change his life forever. Chief Sky, an Indian of the Lac du Flambeau band of Chippewa, brought the eaglet to a farm owned by Daniel McCann. The farmer's wife wanted to keep the bird as a pet and traded the chief a bag of corn. The eaglet had completed the first part of his journey.

2 When Mr. McCann came home and saw the eaglet, he said the bird would have to go. It would be too much trouble to keep. The next day, he took the bird to the town of Eau Claire and showed him to some young Wisconsin recruits on their way to Camp Randall at Madison. One of them, a young man named Johnny Hill, took a special liking to the bird.

3 "We need a mascot in this war we're going to," Johnny told his comrades. "Let's buy him and take him along with us."

4 "How much?" the other recruits asked.

5 Mr. McCann decided that he wanted to be rid of the eaglet more than he wanted to make a lot of money, especially off of recruits going to war.

6 "Two dollars and a half?" he asked.

7 Johnny and his companions dug into their pockets and between them came up with the money. The sale was made and the eaglet now found himself going off to war. Johnny christened him Old Abe, after President Abraham Lincoln, and they took the eaglet in as a full-fledged recruit in the Union Army.

8 A few days later, they marched into Camp Randall with Old Abe. They were a little afraid they might get their mascot killed and themselves court martialed for bringing a wild eagle into the army.

9 But the commander, knowing the importance of morale to a unit, thought an eagle for a mascot was a fine idea. A perch was made for Old Abe in the form of a shield on which the stars and stripes were painted along with the inscription, "Eighth Regiment, Wisconsin Volunteers."

10 The metal perch was mounted on a five-foot pole. A bearer, by setting the staff in a belt-socket, held up Old Abe at a station assigned him at the center of the line of march, behind the Union flag.

11 A short time later, the commander nicknamed the regiment "The Eagles," and Old Abe was formally sworn into the United States Army.

12 Old Abe went with the Wisconsin Eagles on their mission to war. After he overcame his initial surprise at the sound of enemy gunfire, he would scream fiercely, especially when the company advanced. He would jabber raucously and often soar overhead as if scouting, then return to his perch and call noisily, as if urging the men to action.

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†Adaptation of "The Eagle That Went to War" by Walter Oleksy from *Cobblestone* Magazine's April 1981 issue: Highlights of the Civil War 1861–1865, copyright © 1981 by Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NH 03458. Used by permission of Carus Publishing Company. All rights reserved.

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13 Old Abe was always there, in the thick of 36 battles and skirmishes, a symbol of courage to Johnny Hill and every other soldier.

14 One Confederate general remarked that he would rather capture "that sky buzzard" than a whole brigade of soldiers.

15 Old Abe suffered two minor battle wounds, at Corinth and Vicksburg, Mississippi, before the war ended.

16 When the Wisconsin Eagles returned to Madison, the soldiers marched through the streets carrying Old Abe bobbing on his perch, hale and hearty as ever. Crowds cheered him as a real hero, and he flapped his wings as a sign of recognition.

17 With the war over, Old Abe was presented to the State of Wisconsin and given a room in the basement of the Capitol, where a soldier comrade became his private caretaker.

18 Thousands of people from all over the country came to see the famous war eagle that had survived so many battles and spurred so many soldiers on to victory. His molted feathers sold for $5 apiece, and P.T. Barnum offered $20,000 to feature him as a circus performer. But other work was in store for Old Abe.

19 By special act of the Wisconsin legislature in 1876, and with the governor's approval, Old Abe was exhibited at the United States Centennial Exposition in Philadelphia. His chaperone was none other than his old army buddy, Johnny Hill.

20 Returning from Philadelphia, Old Abe went on tours of the country. He helped raise thousands of dollars for war relief charity and became a national hero all over again.

21 Old Abe was almost twenty years old when he died. A granite statue of the valiant eagle stands over the arched entrance to Old Camp Randall in Madison.

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Capital Auditions

Magic Youth Theatre
AUDITION NOTICE

1 Magic Youth Theatre (MYT) has planned another exciting summer season. Last fall, Managing Director Susan Bacova commissioned local author Calvin Sweet to write a new production for our annual summer program. We are proud to present the world premiere of Mr. Sweet's *Capital Idea,* July 12 through 14 on the MYT stage.

2 *Capital Idea* is a musical comedy concerning three teenagers who spend their summer vacation as tour guides at the State Capitol. Seventeen-year-old Parker Greene has aspirations of running for President some day. Sixteen-year-old Melanie Bigfoote dreams of becoming a television reporter, and Teddie Singleton, a freshman in college, wants to become a political speech writer. The fun begins when the Governor announces that the President of the United States and the Queen of England plan to visit the State Capitol. The Governor claims only a handful of top state employees will have the opportunity to meet the dignitaries. Immediately the three friends concoct a plan that will give them access to the Queen and the President during their stay. Songs, dances, and hilarious situations abound. The conniving threesome find themselves in one fiasco after another in their attempt to meet the famous twosome.

3 *Capital Idea* promises to be another Magic Youth hit. Director Susan Bacova has directed the past six summer plays. For her direction of last year's production of *The Dreamers,* Susan received plaudits[1] from several area theatre critics. Reviewer Hillary Pierson wrote, "Susan Bacova has once again directed a masterpiece. Her actors believably age from young teens to senior citizens over the course of fifty minutes. Her attention to detail is evident in every aspect of the play, from the actors' authentic British accents to the make-up worn by the characters through their aging process. Voices blend in harmony with the finely tuned orchestra which is adeptly led by Michael Suárez. Bacova has fabricated a rich and luxurious ensemble piece. Everything about the show works!"

4 Valley View High School's Band Director Leo Furgeson will conduct the orchestra for Capital Idea. Furgeson has been a teacher and band director at the school for nearly 20 years. Although Susan and Leo have individually worked on musicals before, Capital Idea will be their first theatrical collaboration. LeDon Campbell has designed a marvelous stage set and will oversee its construction.

5 Susan, Leo, and LeDon promise a "capital" production. We'll be looking for you on stage!

Audition Facts

- Performance dates: July 12, 13, and 14, 8 P.M.; July 13, 3 P.M.
- Auditions will be held on May 3, 4–7 P.M., at the MYT.
- Needed: 8 males and 5 females, 16–21 years old.
- Auditioners should prepare a short poem to recite and a song to sing. Call the theatre office to schedule an audition time.
- Orchestra auditions will be held in Valley View High School's music room on May 3.
- For more information contact:

Magic Youth Theatre
237 Grandon Street
Tulsa, OK 73003
(918) 555-0412

[1]**plaudits**: praise

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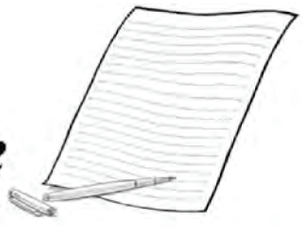
How I Write an Article† –*I Think*

by Donald Murray



Donald Murray is both an experienced writer and teacher. As a journalist, he was an editor for *Time* and a columnist for the *Boston Herald,* where he won a Pulitzer Prize for editorial writing in 1954. In 1963, he joined the faculty at the University of New Hampshire where he taught journalism, established a program in Composition Studies, was director of Freshman Composition and served as English Department chairperson. Currently, he writes a column "Over Sixty" for the *Boston Globe.*

---

1 It is time to write when I know the answers to my questions before I ask them, when my sources tell me what I already know. I feel stuffed with information, and specific details, facts, quotations, insights, phrases, relationships rise to the surface of my mind at odd moments. These fragments try to connect with each other as if they were cells swimming towards each other and away under the eye of a microscope. I try not to think consciously about them, try not to interfere with their mating but I am intensely aware, and what I see, what I hear, what I read, what I remember, tries to relate to the pieces of information from which my article will be built.

2 I may make notes in spite of myself, record fragments of ideas, hints of a voice or a tone, scribble a phrase, but I try not to think consciously about the subject. I am simply open to the subject and when I have a moment of quiet, it rises to the surface of my mind on its own energy. The information seems to demand its own order, its own connections, its own structure and I often find myself making notes by drawing designs, or at least lines and arrows, between pieces of information.

3 Almost reluctantly I begin to write titles—as many as a hundred—at odd moments. Each helps me focus on the subject, limit it, take a point of view towards it, for each title is a quick draft which helps eliminate what doesn't belong. Then I start drafting leads—sometimes as many as fifty—working to get the first line right, the first paragraph right, sometimes even the first ten lines right. What is right? The start of a clear line through the subject and that something I sense rather than know; following it I will be surprised.

4 The lead is the beginning of the beginning, those few lines the reader may glance at in deciding to read or pass on. These few words—fifty, forty, thirty, twenty, ten—establish the tone, the point of view, the order, the dimensions of the article. In a sense, the entire article is coiled in the first few words waiting to be released.

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5 An article, perhaps even a book, can only say one thing and when the lead is found, the writer knows what is included in the article and what is left out, what must be left out. As one word is chosen for the lead another rejected, as a comma is put in and another taken away, the lead begins to feel right and the pressure builds up until it is almost impossible not to write.

6 The article is drafted as fast as possible, always without the research in front of me, occasionally with a few fragmentary notes indicating a rough sequence of ideas, never with anything as formal as an outline. Often I dictate, letting language lead me, allowing the article to shape itself instinctively. I feel both intense and relaxed at the same time; everything is concentrated on allowing the article to come out of me on its own energy, within its own evolving form.

7 Now I read the draft carelessly, the way a reader will, to hear my voice, to spot the large holes in the structure of meaning. Then I reread it half a dozen times, a dozen times, perhaps more, worrying it into shape. I have a short interest span and I work in bursts of deep concentration until I become pleased with what I have written. Then I take a break and then return to the attack. But this isn't work, it's fun. I'm making something that has not been made before.

8 I attend to the larger questions first. Do I have a subject? Must I go back and do more research, write new titles, work further on the lead, choose a different genre or form? Then I deal with matters of order and structure. I may outline now, cut and paste, insert and remove, shift chunks of copy around. Sometimes I write a paragraph a page to make this reordering easier. Once the order is firm I look to matters of evidence. Have I documented each point? Then I deal with matters of dimension. Are there parts of the piece of writing which are too long or too short in relationship to each other? Of course these questions overlap.

9 Although I cut ruthlessly, my drafts usually grow longer. I have to develop my points to make them clear to myself and then to my reader. I keep being surprised, that's what keeps me going. I find I write what I did not expect to write; my accidents lead me on. I find out what I have to say by saying it.

10 In the earlier readings, I am not so much looking at language as exploring the subject, trying to see it clearly so I can understand it. In later drafts I look more at language, again trying to make the subject clear. At the end I cut and shape to erase myself so the reader will see what is written, not who is writing.

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A City Scene

by Cerrone

CHARACTERS:

JOHN, visitor, age 17
ELLEN, city girl, age 19
MITCH, newsstand owner

TIME: One morning in 1957

SETTING: Street corner near Times Square in New York City.

1 AT CURTAIN RISE: JOHN is looking around. He appears lost. As he consults a note from his pocket the sound of a subway arriving is heard followed by a mass of people rushing at him. Suddenly he is surrounded, tumbled, and turned by the onslaught.[1] As the crowd passes, MITCH reaches out and yanks him to the safety of his newsstand.

2 MITCH: Not from around here, are you? (Mitch takes some change from a customer who walks off with a magazine.)

3 JOHN: No. (Takes a breath.) That was crazy. Where did all those people come from?

4 MITCH: Subway. Early morning rush. Happens every few minutes. Humanity surfaces. They go to work. They come from work. Every day. Same thing. Like clockwork. The mindless drones of the working class focused on their goal. Gotta watch yourself around rush hour, kid. It's a veritable stampede.

5 MITCH: Do I look like a roadmap? Roadmaps in the corner. (He points to the corner then takes more change from a businessman grabbing the daily newspaper. The subway sounds again.) Watch out.

6 JOHN: What? Oh! (He steps away from the rushing crowd.)

7 ELLEN: (Wanders from the crowd to browse the newsstand.)

8 MITCH: Is it on this block?

9 JOHN: Is what on this block? (Remembers.) Oh, the restaurant. No. 47th and 8th Avenue.

10 MITCH: I only know this block. We got five banks, four delis, three coffee shops, a pharmacy, one over-priced restaurant for tourists, and two theaters.

11 JOHN: But you don't know what's beyond this block?

12 MITCH: Where are you from, kid?

13 JOHN: Liberty, Missouri.

14 MITCH: Never heard of it.

[1]**onslaught**: a violent attack

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15 ELLEN: (Looks up.) Oh? I'm from St. Louis! I know Liberty. My aunt lives in Kansas City right nearby.

16 MITCH: That's nice. (Back to John.) Let me explain. One city block in the Big Apple is like 10 miles where you're from.

15 JOHN: Oh.

16 MITCH: You got five banks in Liberty?

17 JOHN: No.

18 MITCH: Exactly. There's a lot more happening on this one stretch of pavement than happens in most cities in this nation. Maps are in the corner.

19 ELLEN: I can help you. I've been here a year, but once you get the lay of the land it's a piece of cake. (Ellen looks at the note in John's hand.)

20 JOHN: My brother said it's at 47th and 8th. He had to stop in at his office, but then we're having a late breakfast at this restaurant.

21 ELLEN: Are you visiting?

22 JOHN: Sort of. My brother lives here, and he's going with me to visit Columbia University. I might go to college there. But I'm hoping to see a show and visit the sights as well. (The subway sounds again, and this time John steps back automatically to avoid the rush. The crowd passes. John smiles wryly.) Provided of course, I don't get run over before reaching my final destination.

23 ELLEN: Well I can help you with the navigation part of your journey. The herds are another danger altogether. (She plants her feet firmly and stands tall.) So, we're right at 43rd Street, and 42nd is that way. The streets get lower going south and higher going north. (Ellen turns her body north.) So 47th will be four blocks up that way. (She points straight ahead.) Now, the avenues get higher as you go west. (She holds out her left hand to point west.) We are on 7th, so you will go up four blocks, then left one block to 8th. Your restaurant should be right there. It's really easy, isn't it?

24 JOHN: Sure. As soon as someone tells you.

25 ELLEN: Of course having a roadmap handy is always useful. (She looks toward Mitch.)

26 MITCH: Do I look like a roadmap?

27 ELLEN: Don't you sell them?

28 MITCH: Of course I do. Am I not the best newsstand on this block?

29 ELLEN: You're the only newsstand on this block.

30 MITCH: Exactly. No one else can compete. (He pulls out a map of the city from a slot in the corner of the stand.) 20 Cents.

31 ELLEN: 20 Cents! (To John.) Highway robbery.

32 MITCH: Not if you're lost.

33 ELLEN: Which we're not.

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34 MITCH: No thanks to you, Miss New York Navigator. (He imitates her like a wooden soldier giving arm directions. Ellen merely smiles.) Off with you now before my family starves to death from your helpfulness.

35 ELLEN: You don't have a family, Mitch.

36 MITCH: I might, if I could make a living. Which by the way, shouldn't you be doing right now?

37 ELLEN: (Grins at Mitch and gives him some coins for a paper.) I'm going. I'll see you tomorrow.

38 MITCH: Sure thing. But next time just point out the maps. Don't be so helpful. You're going to ruin the hard-earned reputation of all the good citizens in this city.

39 ELLEN & JOHN: (Laugh good-naturedly at Mitch.)

40 ELLEN: (To John) I'm going that way, I'll walk with you a bit. You can tell me the latest from Missouri.

41 JOHN: Great. (To Mitch) Thanks for saving me earlier.

42 MITCH: Ya, ya. No charge. (The subway sounds, a crowd rushes past. A tourist nearly gets tumbled in the crowd. Mitch pulls the guy to safety.) Not from around here, are you?

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A Country View

by Patricia Cerrone

1 Nancy lifted her art bag with a heave, adjusting it on her shoulder and testing the weight. With a frustrated sigh, she put it down again. Still too heavy for a three-mile hike uphill. She chewed her lip, debating what to take out while examining her final destination. Lookout Point was the perfect spot from which to paint the whitewashed house nestled in the golden valley that surrounded her aunt and uncle's new ranch. She planned on giving the landscape to them on their anniversary in a few days, but at this point she would either have to take a horse, or think of something else.

2 Definitely, something else, she determined. There was no way she was getting on one of those crazy horses again.

3 As if sensing her fear, a horse snorted nearby. Nancy spun around in surprise then caught herself when she saw her uncle's foreman, Joe, leading two horses toward her spot on the wide veranda.

4 "Good-morning, Nancy. Up for a ride today?"

5 Nancy scowled inwardly. He had to know the answer to that and her look must have said so.

6 "Now, you're not going to give up on riding just because of that little incident yesterday, are you?"

7 "Which one, Joe? When I was surrounded by a herd of stampeding cattle? When my horse tossed me? Or, when I was left stranded to wander lost in the wilderness for hours?"

8 "Now then, the cattle weren't trying to hurt you, just get around you. And you were only missing fifteen minutes before we caught up. You shouldn't have run off with Buttercup."

9 "I didn't run off. I was trying to hang on!"

10 "Simple miscommunication. The more you squeezed the faster she thought you wanted to go."

11 "How could she think I'd want to tear through mountain terrain at 100 miles per hour?"

12 "She thought you were an adventurer. A kindred[1] spirit."

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[1]**kindred**: related

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13 Nancy's lips curled up slightly. While she liked to think of herself as an adventurer, she knew Joe was up to something. The old strategy that if you fell off a horse, get right back on. Good luck. She didn't need a horse in Denver. She was learning to drive a car.

14 "She's a horse, Joe. She can't think."

15 Buttercup stomped a front hoof impatiently, as if understanding the conversation. Joe patted the mare and whispered an apology before turning to Nancy. "No need to be rude."

16 Nancy laughed despite herself. She liked Joe. He had a weathered face that scrunched into a million wrinkles when he smiled and dark eyes that always held a gleam of humor in them. He handed her some carrots to feed Buttercup while he fed his own horse, Razor. Nancy held the carrot tentatively while giving Buttercup her best, "don't mess with me" expression.

17 "It helps when you smile and talk nice to a horse."

18 "Really?" Nancy was doubtful.

19 "How else do you make friends?"

20 Nancy jumped back nervously when the horse chomped down on the carrot. Buttercup whinnied in annoyance as half the carrot fell to the ground. Realizing all her fingers were still in tact, Nancy scooped up the carrot and reached out again, suffering the horse drool more willingly now that she was certain Buttercup was more interested in food than fingers.

21 "What about the cattle?" Nancy asked, wanting to change the subject.

22 "Oh, them. They're a bunch of followers. Not an individual thinker among them. Out to pasture. In from pasture. Out … well, you get the idea. Once you learn their habits you can lead them wherever you please."

23 Nancy fed Buttercup another carrot. The horse could easily carry her and her art supplies, she thought. Still, getting lost worried her. This wasn't like the city with street names that were marked north and south. There wasn't a gas station on the corner to indicate where to turn.

24 "Heard you were going up to Lookout Point this morning," Joe spoke.

25 Nancy shrugged. "I was thinking about it."

26 "Bringing all that?" Joe glanced over at her art bag and easel.

27 Nancy sighed deeply this time. "No. Too heavy."

28 "Buttercup can handle it."

29 "Actually," Nancy deliberately looked the mare in the eye, "and no offense to you, Buttercup, I was going to hike."

30 "No need. Razor and I will escort you up. You can return with Buttercup when you're ready."

31 "What if we get lost?"

32 "Just go downhill and north."

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33 “North?”

34 “Toward Sawtooth.” He pointed to the solitary peak rising opposite Lookout Point. “Use that as your landmark for north. The sun rises in the east and sets in the west, so just make sure the sun is on your left when we ride up, and then on your left again this afternoon when you come back down.”

35 Joe hopped up the steps and grabbed her supplies. “I’ll load this for you,” he said, a whiskered dimple puckering at his anticipated victory.

36 Nancy hesitated nervously, then made up her mind, reaching for the saddle. “So squeezing is like pressing on the gas, and letting up slows you down.”

37 “Now you’re getting it. City and country are pretty similar when you put on different eyes. Kind of like what an artist does, right?”

38 “That’s exactly what artists do. They see through different eyes.” Nancy smiled at Joe, her confidence returning. “Thanks.”

39 The horse neighed a response.

40 “I meant Joe,” Nancy said to Buttercup.

41 Joe laughed. “She knows.”

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O. Henry's "The Gift of the Magi"

Although O. Henry's famous short story "The Gift of the Magi" has long enjoyed a reputation as a holiday classic, its theme of personal sacrifice for the sake of love is meaningful year-round. Despite a certain sentimentality and a reliance on coincidence, this story is a small gem, possibly the author's best. It is like many other O. Henry storys. Set in New York City. "The Gift of the Magi" also exhibits O. Henry's typical interest in ordinary people overwhelmed with problems. The plot depends on a surprise twist at the end, an O. Henry trademark, and the story closes with a moral. All this may seem quaint, like an heirloom of an earlier time, but "The Gift of the Magi" does not lack charm. The message remains as fresh today as when it first appears in print over a century ago.

"O. Henry" is the pen name used by William Sydney Porter, a man whose life was in some ways as colorful and surprising as his stories. He served three years embezzling money from a bank in prison in Ohio. During that time, he began writing fiction. The source of his pen name is not alltogether clear; perhaps it came from his habit of saying "Oh, Henry" to the family cat. Whatever the explanation, it was as O. Henry that Porter published the stories that would make him one of the most popular fiction writers in the United States.

"The Gift of the Magi" tells the story of Jim and Della, who are struggling to make ends meet on Jim's salary of $20 per week. Della loves her husband dearly and wants to give him a gift that will show the depth of her affection. She has very little cash, and despairing over what to do, until she decides to sell her beautiful long hair to a wigmaker. With the money from this sale, she purchases a gold chain for Jim's most prized possession, a valuable watch he inherited from his Father and grandfather. Her only concern is that her husband will be angry that she has cut her hair. When Jim returns home, however, he is not angry, but stunned. His watch was sold in order to buy Della some beautiful combs for her hair!

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29 After this unexpected conclusion, the author states, "Of all who give and
30 receive gifts, such as they are wisest." Jim and Della were wise because each have
31 made a sacrifice that expressed love for the other—a gift from the heart. Literary
32 scholars often dismiss O. Henry as a minor writer of emotional fiction intended
33 merely to entertain mass audiences, but no one can deny that "The Gift of the
34 Magi" expresses a worthy ideal.

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Edgar Allan Poe

The next time you read a first-class, spine-tingling mystery, think about the author who created the forerunner of the modern detective story, Edgar Allan Poe. Orphaned as a young child, Poe went to live with a wealthy Virginia merchant, John Allan, and his family. However, Poe had inherited an artistic flair from his actor parents, which led him to live a fascinating but dark life, very similar to one of his mysterious tales. Biographies cite sources that show Poe's reckless financial behavior while a student at the University of Virginia; his undisciplined lifestyle violated his family's principals, ensuring that his family would disown him. Eventually, John Allan reconciled with Poe and helped him secure an appointment to the United States Military Academy at West Point. Poe's subsequent dismissal caused a lifelong family strain; however, Poe lacked the self-control necessary for the academy.

Following his dismissal from West Point, Poe stayed with his widowed aunt and then was married in 1836. Even though he was constantly writing and its fascinating tales made him well-known as an author, Poe supported himself and his young wife by working as an editor for the Southern Literary Messenger and other publications.

Poe's excellent collection of tales was generally well received because of the public's enthusiasm for a good mystery. His most famous poems feature his recognizable rhythms and somber and sad settings and poems with this rhythm and somber and sad settings are the haunting "Annabelle Lee" and "The Raven." Although he never achieved financial success, his work influenced both American and European literature.

Labeled classics of detective fiction today, Poe's mysteries were then known as "tales of ratiocination" a process of exact thinking ratiocination first appeared in Poe's "The Gold Bug," which was published in 1843. Poe's "The Mystery of Marie Roget" (1842–43) showed how the powers of deduction could be used to solve a crime. In the creative plot twist of "The Purloined Letter," Poe illustrates

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how the solution, no matter how unlikely, must hold the key to the mystery. Many characteristics of the Poe mystery, such as an independent-minded investigator and a locked-room crime scene, are now conventions of modern private-eye fiction.

Like the works of Arthur Conan Doyle, Poe's detective stories rely on the ability of an intelligent investigator to analyze data and solve a mystery. In fact, C. Auguste Dupin, Poe's master detective, is a predecessor of Sherlock Holmes. Skeptical of police and highly rational, Dupin solves the most impossible of crimes.

Edgar Allan Poe is still considered one of the influential of all the writers in the field of detective fiction. The author of the next mystery you read will surely be indebted to Poe's trailblazing work, which opened up a whole new genre for other fiction writers to explore and which created a wealth of memorable mysteries.

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READING/LITERATURE

Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 1: Apply knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to apply word roots, prefixes, and suffixes to determine word meanings.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

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Sample Test Items for 1.1

- From "A City Scene"

Depth-of-Knowledge: 2

Study this chart of word roots. Then read the sentences below.

Root Word	Meaning
vert	turn
verus	actual
vict	conquer
vivo	living

"Gotta watch yourself around rush hour, kid. It's a veritable stampede."

Which word is the root of the word veritable in this quotation?

A vert

B verus

C vict

D vivo

Correct Response: **B**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 3: Use reference material, such as glossary, dictionary, thesaurus, and available technology, to determine precise meaning and usage.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to use varied reference materials to determine word meanings and correct usage.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect, and may include incorrect meanings of words.

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Sample Test Items for 1.3

- from "A Country View"

Depth-of-Knowledge: 2

nes·tle (nĕs´əl) v. **1.** to settle snugly and comfortably. **2.** to lie in a sheltered location. **3.** to draw or press close. **4.** to make a nest.

Which definition of nestle is used in paragraph 1?

A to settle snugly and comfortably

B to lie in a sheltered location

C to draw or press close

D to make a nest

Correct Response: **B**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 4: Discriminate between connotative and denotative meanings and interpret the connotative power of words.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to discriminate between connotative and denotative meanings.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible and may include incorrect meanings of words.

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Sample Test Item for 1.4

- from "Capital Auditions"

Depth-of-Knowledge: 2

Susan, Leo, and LeDon promise a "capital" production.

In this sentence, the word capital means

A costly.
B lengthy.
C elaborate.
D outstanding.

Correct Response: **D**

Sample Test Item for 1.4

- from "A City Scene"

Depth-of-Knowledge: 2

The mindless drones of the working class focused on their goal.

In this sentence, the word drones helps create an image of

A anxiety.
B monotony.
C cooperation.
D determination.

Correct Response: **B**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 5: Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to determine word meanings by using context clues within the sentence and to verify those meanings by definition, restatement, example, and analogy.

Format:

- Students will be asked to demonstrate this ability based on words within a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested within sufficient context may be above grade level.

Distractor Domain:

- Incorrect answer choices will be plausible and may include incorrect meanings of words or phrases.

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Sample Test Item for 1.5

- from "The Eagle That Went to War"

Depth-of-Knowledge: 2

> He would jabber raucously and often soar overhead as if scouting, then return to his perch and call noisily, as if arguing the men to action.
>
> **In this sentence, the word raucously means**
>
> **A** to be overly confused.
>
> **B** to be extremely severe.
>
> **C** to be completely surprised.
>
> **D** to be perfectly independent.

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill a: Identify the structures and formats of various informational documents and explain how authors use the features to achieve their purpose.

Item Specifications:

Emphasis:

- Items will require students to identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be informational texts.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may consist of incorrect identification of structures or features or inaccurate explanations of the author's use of them.

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Sample Test Item for 2.1

Depth-of-Knowledge: 2

*** Which is the most likely reason the author included the quotation in the last paragraph?**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill b: Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).

Item Specifications:

Emphasis:

- Items will require students to explain an author's use of persuasive techniques, style, literary forms or genre, portrayal of themes, or language to accomplish purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may include incorrect but logical descriptions of author's persuasive techniques, style, literary forms or genre, portrayal of themes, or language.

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Sample Test Item for 2.1.b

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

Which statement best describes the relationship between the writer and his subject in paragraphs 1 and 2?

A The writer's sources offer surprising, at times conflicting, information.

B The writer must choose a structure and make the information fit into it.

C After thorough research, the content of the article seems to organize itself with little effort from the writer.

D After initial interviews, the main ideas are often vague, so the writer designs a structure and extracts the article's content.

Correct Response: **C**

Sample Test Item for 2.1.b

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 3

The end result of the step-by-step process that the author describes is an article in which the

A lead is loosely related to the topic covered.

B main idea is not hidden by details and quotes.

C writing style reflects the colorful wit of the writer.

D content is not overshadowed by the writer himself.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill d: Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., *however, in spite of, for example, consequently).*

Item Specifications:

Emphasis:

- Items will require students to demonstrate the recognition of transition words and phrases and their contributions to the meaning of the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect, and may include incorrect graphic organizers or other such images.

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Sample Test Item for 2.1.d

- from "The Carvers"

Depth-of-Knowledge: 2

> There are two things, however, Apu and Coh shared wholeheartedly: a great esteem and love for their ruler, Hunac, and a desire to one day be of service to him.
>
> **In this sentence, the author uses however to signal the addition of**
>
> **A** new information.
>
> **B** unrelated information.
>
> **C** sequential information.
>
> **D** contrasting information.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 2: Inferences and Interpretation

Oklahoma Academic Skill:

Skill a: Use elements of the text to defend responses and interpretations.

Item Specifications:

Emphasis:

- Items will require students to draw inferences such as conclusions, generalizations, and predictions.
- Items will require students to support responses with evidence from the text.
- Items will require students to identify textual evidence to support conclusions.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect inferences related to the historical context or include textual information that does not support the inference.

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Sample Test Item for 2.2.a

- from "A Country View"

Depth-of-Knowledge: 2

Buttercup whinnied in annoyance as half the carrot fell to the ground.

The author includes this sentence to show that Buttercup

A is spoiled.

B is stubborn.

C has feelings.

D has training.

Correct Response: **C**

Sample Test Item for 2.2.a

- from "The Eagle That Went to War"

Depth-of-Knowledge: 2

Which sentence best shows that Old Abe was fearless in battle?

A A bearer, by setting the staff in a belt-socket, held up Old Abe at the center of the line of march, behind the Union Flag.

B A short time later, the commander nicknamed the regiment "The Eagles," and Old Abe was sworn into the United States Army.

C He would jabber raucously and often soar overhead as if scouting, then return to his perch and call noisily, as if urging men to action.

D One Confederate general remarked that he would rather capture "that sky buzzard" than a whole brigade of soldiers.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 2: Inferences and Interpretation

Oklahoma Academic Skill:

Skill b: Draw inferences, such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.

Item Specifications:

Emphasis:

- Items will require students to draw inferences such as conclusions, generalizations, and predictions.
- Items will require students to support responses with evidence from the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect statements regarding plot development, conflict, and plot and/or conflict resolution.

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Sample Test Item for 2.2.b

- from "The Carvers"

Depth-of-Knowledge: 2

Why did Apu and Coh forget their own ornaments at the sight of each other's ornament?

A They were surprised by the similarity of the two ornaments.

B They were concerned that the other's ornament would not please Hunac.

C Each was sure that Hunac would prefer the ornament that the other had made.

D Each was convinced that his ornament was unworthy of the other's admiration.

Correct Response: **A**

Sample Test Item for 2.2.b

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

According to Murray, which element is most likely to capture the reader's attention?

A a catchy title

B a strong lead

C specific facts

D short sentences

Correct Response: **B**

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Sample Test Item for 2.2.b

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

> At the end I cut and shape to erase myself so the reader will see what is written, not who is writing
>
> **According to this sentence, Murray follows this last step because he wants**
>
> **A** to let his ideas speak for themselves.
>
> **B** to be sure people recognize his style.
>
> **C** to persuade people to accept his opinions.
>
> **D** to make the subject reflect his own experiences.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 3: Summary and Generalization

Oklahoma Academic Skill:

Skill a: Determine the main idea, locate and interpret minor or subtly stated details in complex passages.

Item Specifications:

Emphasis:

- Items will require students to determine the main idea of a text or to interpret minor subtly stated details.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect statements of the main idea or inaccurate use of subordinate/supporting ideas from the text.

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Sample Test Item for 2.3.a

- from "The Eagle That Went to War"

Depth-of-Knowledge: 2

Which is the main idea of this passage?

A Eagles are brave birds.

B Eagles can be good mascots.

C Johnny Hill was smart for buying Old Abe.

D Old Abe was a valuable member of the Eighth Regiment.

Correct Response: **D**

Sample Test Item for 2.3.a

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

Murray begins to revise his first draft by

A verifying the facts to ensure their accuracy.

B checking the language to clarify the syntax.

C changing his point of view from writer to reader.

D writing an outline that properly sequences the article.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 3: Summary and Generalization

Oklahoma Academic Skill:

Skill b: Use text features and elements to support inferences and generalizations about information.

Item Specifications:

Emphasis:

- Items will require students to use features of a text to support inferences and generalizations being made based on the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect inferences and generalizations not supported by the text, or incorrect connections drawn between text features and inferences.

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Sample Test Item for 2.3.b

- from "A Country View"

Depth-of-Knowledge: 2

Which line best supports the idea that Joe is protective of Nancy?

A "It helps when you smile and talk nice to a horse."

B "She thought you were an adventurer."

C "Use this as your landmark for north."

D "Razor and I will escort you up."

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 3: Summary and Generalization

Oklahoma Academic Skill:

Skill c: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

Item Specifications:

Emphasis:

- Items will require students to summarize and paraphrase complex ideas and draw summaries of multiple concepts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be informational texts.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect inferences, summaries, or paraphrases not supported by the text or incorrect relationships drawn between details and concepts.

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Sample Test Item for 2.3.c

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

> I may make notes in spite of myself, record fragments of ideas, hints of a voice or a tone, scribble a phrase, but I try not to think consciously about the subject.
>
> **Which statement best summarizes this sentence?**
>
> **A** Donald Murray does some planning before writing but is aware that his initial ideas may change.
>
> **B** Donald Murray makes a list to help him remember what he wants to focus on in his writing.
>
> **C** Donald Murray knows exactly what his topic will be and seldom alters his plans.
>
> **D** Donald Murray feels that planning before writing is the best way to organize his writing.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill a: Discriminate between fact and opinion and fiction and nonfiction.

Item Specifications:

Emphasis:

- Items will require students to discriminate between factual and opinionated information.

Format:

- Students will be asked to demonstrate this ability based on one or paired reading selections.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.
- Reading selections should be clearly fictional or nonfictional.
- Reading selections should contain facts and/or opinions (strong author position).

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect comparisons and contrasts of textual elements.

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Sample Test Item for 2.4.a

- from "Capital Auditions"

Depth-of-Knowledge: 2

Which sentence from the audition notice is an opinion?

A Last fall Managing Director Susan Bacova commissioned local author Calvin Sweet to write a new production for our annual summer program.

B For her direction of last year's production of *The Dreamers,* Susan received plaudits from several area theatre critics.

C Director Susan Bacova has directed the past six summer plays.

D Bacova has fabricated a rich and luxurious ensemble piece.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill b: Evaluate deceptive and/or faulty arguments in persuasive texts.

Item Specifications:

Emphasis:

- Items will require students to evaluate deceptive and/or faulty arguments in persuasive texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect analyses of the use of text structure or format to achieve author's purpose.

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Sample Test Item for 2.4.b

Depth-of-Knowledge: 3

*** What influence does the use of Michael Jordan's image in this advertisement have on the reader?**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill c: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

Item Specifications:

Emphasis:

- Items will require students to explain how authors use structure and format to achieve their purposes.
- Items will require students to analyze the structure and format of documents to discover author's purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect use or analysis of patterns of organization, repetition, or word choice in the text.

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Sample Test Items for 2.4.c

- from "Capital Auditions"

Depth-of-Knowledge: 3

By quoting Hillary Pierson's review, the author attempts

A to tell about the play, *The Dreamers.*

B to convince people to see the play, *Capital Idea.*

C to show that Susan Bacova is a talented director.

D to explain that Bacova and Suarez work well together.

Correct Response: **C**

Sample Test Items for 2.4.c

- from "The Carvers"

Depth-of-Knowledge: 3

The author most likely wrote this selection in order

A to indicate the importance of a good leader.

B to explain the difference between two people.

C to describe how friends can disagree about something.

D to show how different people can achieve the same goal.

Correct Response: **D**

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Sample Test Items for 2.4.c

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 3

In paragraph 8, the author asks a series of questions. Murray uses this technique as

A a way to prove a logical point.

B an indication of his self-doubt.

C a checklist for fine-tuning an article.

D an example of article writing in practice.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill d: Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Item Specifications:

Emphasis:

- Items will require students to analyze techniques used to convey points of view or impressions.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or persuasive.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may include inaccurate identification of a point of view or bias/stereotype (an author's or character's).

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Sample Test Item for 2.4.d

- from "The Eagle That Went to War"

Depth-of-Knowledge: 3

Which sentence best shows that the author admires Old Abe?

A The sale was made and the eaglet now found himself going off to war.

B They were a little afraid they might get their mascot killed and themselves court martialed for bringing a wild eagle into the army.

C Old Abe was always there, in the thick of 36 battles and skirmishes, a symbol of courage to Johnny Hill and every other soldier.

D His molted feathers sold for $5 apiece, and P.T. Barnum offered $20,000 to feature him as a circus performer.

Correct Response: **C**

Sample Test Item for 2.4.d

- from "A City Scene"

Depth-of-Knowledge: 2

Which sentence contributes to the lively and humorous tone of the passage?

A "Do I look like a roadmap?"

B "My brother said it's at 47th and 8th."

C "You can tell me the latest from Missouri."

D "But I'm hoping to see a show and visit the sights as well."

Correct Response: **A**

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Sample Test Item for 2.4.d

- from "A Country View"

Depth-of-Knowledge: 2

Which response shows that Nancy values Joe's knowledge?

A "Which one, Joe? When I was surrounded by a herd of stampeding cattle?"

B "How could she think I'd want to tear through mountain terrain at 100 miles per hour?"

C "She's a horse, Joe. She can't think."

D "So squeezing is like pressing on the gas, and letting up slows you down."

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 1: Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

Oklahoma Academic Skill:

Skill a: Analyze the characteristics of genres, including short story, novel, drama, narrative and lyric poetry, and essay.

Item Specifications:

Emphasis:

- Items will require students to identify and analyze characteristics of genres, including short story, novel, drama, narrative and lyric poetry, and essay.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of genre characteristics and/or misapplication of a particular characteristic to a genre.

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Sample Test Item for 3.1.a

- from "The Carvers"

Depth-of-Knowledge: 2

This passage can best be described as

A an editorial.

B a biography.

C a short story.

D an historical account.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 1: Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

Oklahoma Academic Skill:

Skill b: Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.

Item Specifications:

Emphasis:

- Items will require students to analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorial.
- Items will require students to identify the genre of a text or analyze characteristics of subgenres.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: satire, sonnet, epic, myth and legend, mystery, and editorial.†

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of subgenre characteristics and/or misapplication of a particular characteristic to a subgenre.

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†Science fiction would also be an appropriate subgenre.

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Sample Test Item for 3.1.b

- from "A Walk Along the Old Tracks" (See 2005–2006 Released Items End-of Instruction English II, page 16).

Depth-of-Knowledge: 2

This poem is an example of which style of poetry?

A epic

B sonnet

C free verse

D rhymed verse

Correct Response: **C**

Sample Test Item for 3.1.b

- from "A Gift of Laughter" (See 2006–2007 Released Items End-of Instruction English II, pages 4–6).

Depth-of-Knowledge: 2

This passage is considered autobiographical because the author

A includes a story within the story.

B expresses a theme that is universal.

C provides an account of his own experiences.

D tells the story from first person point of view.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill a: Describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, point of view, and how they are addressed and resolved.

Item Specifications:

Emphasis:

- Items will require students to describe and analyze elements of fiction, including plot, conflict, setting, theme, mood, point of view, and how they are addressed and resolved.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, and narrative and lyric poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include misstated plot elements, characterizations, or incorrect but logical settings, themes, moods, or points of view.

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Sample Test Item for 3.2.a

- from "The Carvers"

Depth-of-Knowledge: 2

Which statement best describes what Apu and Coh consider to be their greatest conflict early in the passage?

A They cannot decide who is the better craftsman.

B They spend too much time arguing to complete their work.

C They are unsure of what to do to show their love for their ruler.

D They disagree about who should get the fine piece of wood they found in the grass.

Correct Response: **C**

Sample Test Item for 3.2.a

- from "A City Scene"

Depth-of-Knowledge: 2

How is the setting of this passage important to the development of the plot?

A Being in a strange city causes the main character to seek help.

B Being in a thriving city causes the main character to feel inspired.

C Being in a dangerous city causes the main character to take risks.

D Being in a big city causes the main character to seek independence.

Correct Response: **A**

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Sample Test Item for 3.2.a

- from "A Country View"

Depth-of-Knowledge: 2

Based on his treatment of both Nancy and the horse, which word best describes Joe?

A considerate

B apologetic

C inquisitive

D reckless

Correct Response: **A**

Sample Test Item for 3.2.a

- from "A City Scene" and "A Country View"

Depth-of-Knowledge: 3

Which phrase best describes the conflict faced by the main characters in both "A City Scene" and "A Country View"?

A facing personal fears to achieve a goal

B overcoming difficulties to reach a destination

C learning to see beauty in harsh surroundings

D building a new life in an unforgiving environment

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill b: Explain how an author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood, and credibility of a text.

Item Specifications:

Emphasis:

- Items will require students to explain how author's voice, point of view, or choice of a narrator affect the characterization and the tone, plot, mood, and credibility of a text.
- Items will require students to explain how literary elements affect, influence, or shape the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate representations of the author's voice, point of view, and choice of a narrator.

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Sample Test Item for 3.2.b

- From "The Carvers"

Depth-of-Knowledge: 3

The author of "The Carvers" wants to show that different processes can lead to the same results. How does this affect his choice of characters?

A The author created characters who were honest.

B The author wanted characters who were fearless.

C The author created characters who were contrary.

D The author wanted characters who were hardworking.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill c: Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Item Specifications:

Emphasis:

- Items will require students to analyze characters' traits based on what the characters say about themselves in narration, dialogue, and soliloquy.
- Items will require students to explain how characters' own words affect their actions and beliefs.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of characters' traits based on what the characters say about themselves.

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Sample Test Item for 3.2.c

- from "A Country View"

Depth-of-Knowledge: 2

Which word best describes Nancy's tone when speaking with Joe in paragraphs 7 though 11?

A disappointed

B embarrassed

C sarcastic

D weary

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill d: Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.

Item Specifications:

Emphasis:

- Items will require students to evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory, and symbolism, and explain their appeal.
- Items will require students to explain how literary devices and techniques affect, influence, or shape the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may consist of incorrect statements regarding the use of literary devices or techniques, or incorrect examples of literary devices or techniques from the text.

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Sample Test Item for 3.2.d

- from "The Eagle That Went to War"

Depth-of-Knowledge: 3

The tone the author uses when describing Old Abe's contributions to the United States is one of

A awe.

B hope.

C respect.

D sympathy.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill e: Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Item Specifications:

Emphasis:

- Items will require students to evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices such as foreshadowing or flashbacks.
- Items will require students to evaluate the author's purpose and/or the author's use of literary devices.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate statements regarding time and sequence or inaccurate statements regarding foreshadowing or flashbacks.

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Sample Test Item for 3.2.e

- from "A Country View"

Depth-of-Knowledge: 3

The author uses flashback in order to reveal

A what happened to Nancy the day before.

B why Nancy is visiting her aunt and uncle.

C what a skilled painter Nancy has become.

D where Nancy lives during most of the year.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill a: Identify and use figurative language, such as analogy, hyperbole, metaphor, personification, and simile.

Item Specifications:

Emphasis:

- Items will require students to identify and understand figurative language used in texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may consist of incorrect labels for figurative language, or incorrect examples or uses of figurative language from the text.

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Sample Test Item for 3.3.a

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

Which sentence contains a simile?

A I feel stuffed with information, and specific details, facts, quotations, insights, phrases, relationships rise to the surface of my mind at odd moments.

B These fragments try to connect with each other as if they were cells swimming towards each other and away under the eye of a microscope.

C Then I reread it half a dozen times, a dozen times, perhaps more, worrying, it into shape.

D Although I cut ruthlessly, my drafts usually grow longer.

Correct Response: **B**

Sample Test Item for 3.3.a

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

Which sentence contains a metaphor?

A I may make notes in spite of myself, record fragments of ideas, hints of a voice or a tone, scribble a phrase, but I try not to think consciously about the subject.

B Almost reluctantly I begin to write titles—as many as a hundred—at odd moments.

C In a sense, the entire article is coiled in the first few words waiting to be released.

D Often I dictate, letting language lead me, allowing the article to shape itself instinctively.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill b: Identify and use sound devices, such as rhyme, alliteration, and onomatopoeia.

Item Specifications:

Emphasis:

- Items will require students to identify and use sound devices, such as rhyme, alliteration, and onomatopoeia.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be from poetry.
- The reading selections will be on grade level and may be informational, narrative, or expository if the use of the device was intentional.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may contain incorrect identifications or uses of sound devices.

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Sample Test Item for 3.3.b

Depth-of-Knowledge: 2

***Which rhyme scheme does the poet use in the third stanza?**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

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

Item Specifications:

Emphasis:

- Items will require students to analyze and evaluate works of literature and the historical context in which they were written.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.
- The reading selections will be on grade level and may be informational, narrative, or expository if the use of the device was intentional.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may contain incorrect statements or analyses regarding the historical time period's influence on the text.

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Sample Test Item for 3.4.a

- from "The Eagle That Went to War"

Depth-of-Knowledge: 3

Based on Old Abe's activities after the war, what is the best conclusion about the effects of the Civil War?

A More trade with the Chippewas occurred.

B Morale among the troops was at a low.

C Many people experienced hard times.

D More soldiers joined the Union Army.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

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

Item Specifications:

Emphasis:

- Items will require students to analyze and evaluate literature from various cultures or recognize the cultural influences of a society on an author and/or a text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may contain incorrect analyses of the influence of a culture on a writer or text.

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Sample Test Item for 3.4.b

Depth-of-Knowledge: 3

*** Which event while growing up in China had the greatest impact on the author?**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill c: Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature, and provide evidence to support the ideas expressed in each work.

Item Specifications:

Emphasis:

- Items will require students to compare literature and provide evidence of the use of archetypal characters, settings, and themes to support ideas.

Format:

- Students will be asked to demonstrate this ability based on reading selections.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: short story, novel, drama, narrative and lyric poetry, biography, historical essay, and narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may contain incorrect evidence regarding the use of archetypal characters, settings, and themes.

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Sample Test Item for 3.4.c

- From "A City Scene" and "A Country View"

Depth-of-Knowledge: 3

Which terms best describe the relationship between John and Ellen in "A City Scene" and the relationship between Nancy and Joe in "A Country View"?

A boss and helper

B hero and sidekick

C observer and doer

D newcomer and guide

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 1: Accessing Information—Select the best source for a given purpose.

Oklahoma Academic Skill:

Skill a: Access information from a variety of primary and secondary sources.

Item Specifications:

Emphasis:

- Items will require students to access information from a variety of primary and secondary sources in order to further understanding of a text.
- Items will require students to locate appropriate resources for research purposes.

Format:

- Students will be asked to demonstrate this ability based on identification of appropriate primary and secondary reference sources, such as books; encyclopedia, magazine, and/or newspaper articles; and/or Internet resources.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate source identification for the purpose being presented in the item.

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Sample Test Item for 4.1.a

- from "Capital Auditions"

Depth-of-Knowledge: 2

If a student wanted to learn more about trying out for a part in a production, which book would be most helpful?

A *Working in the Theatre*

B *A History of Musical Theatre*

C *The Best Plays on Broadway*

D *Auditioning Tips from the Pros*

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 1: Accessing Information—Select the best source for a given purpose.

Oklahoma Academic Skill:

Skill c: Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

Item Specifications:

Emphasis:

- Items will require students to use organizational strategies to comprehend increasingly difficult content material.

Format:

- Students will be asked to demonstrate this ability based on the text structure(s) within a text.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate statements regarding comparisons, cause/effect, problem/solution, or sequence of events.

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Sample Test Item for 4.1.c

- from "The Eagle That Went to War"

Depth-of-Knowledge: 2

Which is the best way to show on a note card what happened to Old Abe when the war ended?

A The war ended → Old Abe was bought for $2.50

B The war ended → Old Abe suffered from battle wounds

C The war ended → Old Abe toured the country as a national hero

D The war ended → Old Abe was officially sworn into the United States Army

Correct Response: **C**

Sample Test Item for 4.1.c

- from "A Country View"

Depth-of-Knowledge: 2

Which note best describes what happens immediately after Joe explains about talking to horses?

A Joe tells Nancy to talk nice to a horse. → Nancy reaches for Buttercup's saddle.

B Joe tells Nancy to talk nice to a horse. → Nancy gets thrown by Buttercup.

C Joe tells Nancy to talk nice to a horse. → Buttercup drools on Nancy's fingers.

D Joe tells Nancy to talk nice to a horse. → Buttercup stomps her foot at Nancy.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill a: Summarize, paraphrase, and/or quote relevant information.

Item Specifications:

Emphasis:

- Items will require students to summarize, paraphrase, and/or quote relevant information from a text for research purposes.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include information not relevant to an effective summary or paraphrase of the text and/or inaccurate summaries or paraphrases of textual information.

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Sample Test Item for 4.2.a

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 2

A student wants to summarize this passage for a report. Which statement best summarizes the third paragraph of the passage?

A Donald Murray writes several different leads in order to get the clearest first line of a draft.

B Donald Murray knows from the beginning what his subject, title, and lead will be for a draft.

C Donald Murray begins to shape his writing by developing the title and lead of a draft.

D Donald Murray generates titles as a quick way to begin a draft.

Correct Response: **C**

Sample Test Item for 4.2.a

- from "The Eagle That Went to War"

Depth-of-Knowledge: 2

Which statement would be the best summary of this passage for a note card?

A Old Abe was a soldier with an impressive battle record and has a statue in his honor.

B Old Abe was an eagle purchased from Daniel McCann by the Union Army before the beginning of the Civil War.

C Old Abe was an eagle who went to war as a Union mascot, was wounded twice and decorated for bravery, and became a national hero.

D Old Abe was a symbol of courage to every soldier, was given a room in the Capitol of the State of Washington, and had a private caretaker.

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill b: Determine the author's viewpoint to evaluate source credibility and reliability.

Item Specifications:

Emphasis:

- Items will require students to determine the author's viewpoint in order to evaluate source credibility and the credibility of the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate identification of the author's point of view or the author's bias and/or stereotypes and possible effect on the author's credibility.

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Sample Test Item for 4.2.b

- from "How I Write an Article—*I Think*"

Depth-of-Knowledge: 3

Which best explains why the author included the introductory biography of Donald Murray?

A to inform readers of Murray's personal qualities

B to describe to readers the stages of Murray's career

C to establish Murray's authority as an expert in his field

D to present Murray's impressive educational background

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill c: Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.

Item Specifications:

Emphasis:

- Items will require students to synthesize information from multiple sources in order to draw conclusions that go beyond those found in any of the individual studies.

Format:

- Students will be asked to demonstrate this ability based on more than one reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational or literary.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may include reasonable but inaccurate syntheses of information based on the topic(s) of the texts.

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Sample Test Item for 4.2.c

Depth-of-Knowledge: 3

*** Based on both the Web site and the newspaper article, which is the best conclusion for the student to draw about the effects of global warming?**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

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

Oklahoma Academic Skill:

Skill d: Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Item Specifications:

Emphasis:

- Items will require students to identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Format:

- Students will be asked to demonstrate this ability based on the use of reference sources such as almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: almanacs, microfiche, news sources, in-depth field studies, journals, technical documents, or Internet sources.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts but may include inaccurate inconsistencies in the information or inaccurate connections drawn between perspectives presented in the texts.

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Sample Test Item for 4.2.d

Depth-of-Knowledge: 3

***A student wants to compare this newspaper editorial and this speech for a research paper. How should the student best explain the difference between the two views of immigration?**

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WRITING/GRAMMAR/USAGE AND MECHANICS

Oklahoma Academic Standard:

Standard 1: Writing Process—The student will use the writing process to write coherently.

Oklahoma Academic Objective:

Objective 1: Use a writing process to develop and refine composition skills. Students are expected to:

e. revise for appropriateness of organization, content, and style.

f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

Objective 2: Use elaboration to develop an idea:

a. draft text with a clear controlling idea or thesis.

b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.

c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.

d. apply a consistent and appropriate point of view.

e. understand and apply formal and informal diction.

Objective 3: Demonstrate organization, unity, and coherence by using transitions and sequencing:

a. read the draft from the intended audience's point of view to evaluate clarity of purpose.

b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.

c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas are clear, focused, smooth, and coherent.

d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.

e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.

f. evaluate whether sentence structures are varied in type, length, and complexity.

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Objective 4: Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:

a. apply Standard English usage, spelling, and mechanics to text.

b. correct errors in grammatical conventions.

c. employ specified editing/proofreading strategies and consults resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.

d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).

e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

Objective 5: Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

Item Specifications:

Emphasis:

- Mode-specific writing prompts will require students to use a writing process to develop and refine composition skills.

Format:

- Students will be asked to demonstrate these abilities by producing multi-paragraph essays in response to mode-specific independent writing prompts.

Content Limits:

- The writing prompt will be an independent prompt.

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Sample Test Item for 1

Depth-of-Knowledge: 4

Sample 1:
Sometimes even the best of friends have a disagreement or find themselves in competition. However, a disagreement or competition can have a positive outcome.

Write a reflective essay about a time when a disagreement or competition led to a positive outcome. What was the situation, and what was learned from the experience? Include examples from your own experience or the experience of others to support your interpretation.

Sample 2:
Read this quotation from physicist Albert Einstein:
"Everything that is really great and inspiring is created by the individual who can labor in freedom."
Think about what the quotation suggests about the role of freedom in your life.

Freedom allows us to think or feel in our own way. Write a reflective essay about the freedoms that you or somebody you know enjoys. How have they influenced the way you are able to live your life? Be sure to include an introduction, a body, and a conclusion in your writing.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill a: Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish between commonly confused words.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of commonly confused words.

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Sample Test Item for 3.1.a

- from "Edgar Allan Poe"

Depth-of-Knowledge: 1

What change, if any, should be made to principals in line 8?

A principal's

B principles

C principle's

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill b: Use nominative, objective, possessive nouns.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish between nominative, objective, and possessive nouns.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of nominative, objective, and possessive nouns.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill c: Use abstract, concrete, and collective nouns.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish between abstract, concrete, and collective nouns.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of abstract, concrete, and collective nouns.

Note: There is no sample items at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill d: Use correct verb forms and tenses.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct verb forms and tenses.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of verbs in incorrect forms and tenses.

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Sample Test Item for 3.1.d

- From "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 1

What change, if any, should be made to appears in line 10?

A appearing

B appeared

C had appeared

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill e: Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct subject-verb agreement.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect subject-verb agreements.

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Sample Test Item for 3.1.e

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 1

What change, if any, should be made to have made in line 31?

A has made

B were made

C would make

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill f: Distinguish transitive, intransitive, and linking verbs.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish between transitive and intransitive verbs.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of transitive, intransitive, and linking verbs.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill g: Distinguish between active and passive voice.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use active and passive voice.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of passive voice.

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Sample Test Item for 3.1.g

- From "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 2

What change, if any, should be made to state the underlined sentence in lines 27 and 28 in active voice?

A He had sold his watch in order to buy Della some beautiful combs for her hair!

B In order to buy Della some beautiful combs for her hair, his watch was sold!

C The watch was being sold by him in order to buy Della some beautiful combs for her hair!

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill h: Use correct pronoun/antecedent agreement and clear pronoun reference.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct pronoun/antecedent agreement and clear pronoun reference.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect pronoun/antecedent agreement and/or clear pronoun reference.

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Sample Test Item for 3.1.h

- from "Edgar Allan Poe"

Depth-of-Knowledge: 2

What change, if any, should be made to its in line 14?

A his

B him

C their

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill i: Use correct forms of positive, comparative, and superlative adjectives.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct forms of positive, comparative, and superlative adjectives.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect forms of positivie, comparative, and superlative adjectives.

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Sample Test Item for 3.1.i

- from "Edgar Allan Poe"

Depth-of-Knowledge: 1

What change, if any, should be made to influential in line 38?

A most influential

B more influential

C better influential

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill j: Use correct form of conjunction (coordinating, correlating, or subordinating).

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish use the correct form of conjunction.

Format:

- Students will demonstrate this ability based on a nonfction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect forms of conjunctions.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—The student will demonstrate correct use of Standard English in speaking and writing.

Oklahoma Academic Skill:

Skill k: Use appositives and verbals in compositions.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use appositives and verbals in compositions.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of appositives or verbals.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling. The student will demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill a: Apply capitalization rules appropriately in writing.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to demonstrate correct use of capitals.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of capital letters.

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Sample Test Item for 3.2.a

- From "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 1

What change, if any, should be made to Father and grandfather in line 25?

A Father and Grandfather

B father and grandfather

C father and Grandfather

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling. The student will demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill b: Punctuate in writing including:

i. commas
ii. quotation marks
iii. apostrophes, colons, and semicolons
iv. ellipsis
v. hyphens, dashes, parentheses, and brackets

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct punctuation and recognize its effect on sentence structure.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of punctuation.

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Sample Test Item for 3.2.b

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 1

What change, if any, should be made to classic, its in line 2?

A classic; its

B classic. It's

C classic its

D no change

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling—The student will demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill c: Demonstrate correct use of punctuation in research writing including:

i. formal outline
ii. parenthetical documentation
iii. works cited/bibliography

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use correct of punctuation in research writing.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections must be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of punctuation in research writing.

Note : There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling. The student will demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill d: Use correct formation of plurals.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to form plurals correctly.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of plurals.

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Sample Test Item for 3.2.d

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 1

What change, if any, should be made to storys in line 5?

A storyes

B story's

C stories

D no change

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling. The student will demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill e: Use correct spelling including:

i. commonly misspelled words and homonyms

ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)

iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct spelling of commonly misspelled words and homonyms.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of misspelled words and homonyms.

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Sample Test Item for 3.2.e

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 1

What change, if any, should be made to alltogether in line 15?

A altogether

B all together

C all-together

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence Structure. The student will demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill a: Identify and use parallel structure.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct use of Standard English.
- Items will require students to use parallel structure.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of unparallel forms.

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Sample Test Item for 3.3.a

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 2

What change, if any, should be made to the sentence in lines 21 through 23?

A Having very little cash and despairing over what to do, she decides to sell her beautiful long hair to a wigmaker.

B Having very little cash and despaired over what to do, she decides to sell her beautiful long hair to a wigmaker.

C She has very little cash while despairing over what to do until she decided to sell her beautiful long hair to a wig maker.

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence Structure. The student will demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill

Skill b: Correct dangling and misplaced modifiers.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct dangling and misplaced modifiers.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of text that includes misplaced or dangling modifiers.

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Sample Test Item for 3.3.b

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 2

What change, if any, should be made to the sentence in lines 13 and 14?

A For embezzling money from a bank, he served three years in an Ohio prison.

B In Ohio, he served three years in prison when he had embezzled money from a bank.

C He served three years, having embezzled money from a bank in prison in Ohio.

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence Structure. The student will demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill c: Correct run-on sentences.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct run-on sentences.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that are run-on sentences.

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Sample Test Item for 3.3.c

- from "Edgar Allan Poe"

Depth-of-Knowledge: 2

What change, if any, should be made to the sentence in lines 19 through 21?

A His most famous poems are the haunting "Annabelle Lee" and "The Raven," they have recognizable rhythms and somber and sad settings.

B His most famous poems feature his recognizable rhythms and somber and sad settings; and they include the haunting "Annabelle Lee" and "The Raven."

C His most famous poems, including the haunting "Annabelle Lee" and "The Raven," feature his recognizable rhythms and somber and sad settings.

D no change

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence structure. The student will demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill d: Correct fragments.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct sentence fragments.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain sentence fragments.

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Sample Test Item for 3.3.d

- from "O. Henry's 'The Gift of the Magi'"

Depth-of-Knowledge: 2

What change, if any, should be made to lines 4 and 5?

A Set in New York City, like many other O. Henry stories.

B Like many other O. Henry stories, it is set in New York City.

C Many O. Henry stories, and it is set in New York City.

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—The student will demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill e: Correct comma splices.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to correct comma splices.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain comma splices.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—The student will demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill f: Use independent/dependent and restrictive (essential)/nonrestrictive (essential) clauses to designate the importance of information.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use independent/dependent and restrictive (essential)/nonrestrictive (essential) clauses to designate the importance of information.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain independent/dependent and restrictive (essential)/nonrestrictive (essential) clauses.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—The student will demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill g: Use a variety of sentence structures and lengths to create a specific effect.

Item Specifications:

Emphasis:

- Items will require students to develop and refine composition skills.
- Items will require students to evaluate correct usage of Standard English.
- Items will require students to use a variety of sentence structures and lengths to create a specific effect.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English II students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English II might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain a variety of sentence structures and lengths.

Note: There is no sample item at the present time.

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