

STUDENT BOOK

SUCCESS **OAS**
with

Reading 7

**Ensuring Student Success
with
Oklahoma Academic Standards**

Written by Oklahoma Teachers for Oklahoma Teachers

Sharon McSpadden



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SUCCESS *with* OAS

Reading 7 by Sharon McSpadden

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7.2.R.3 Students will paraphrase main ideas with supporting details in a text.

Vocabulary

paraphrase	to put something into one’s own words; to clarify a statement using simpler words
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Real-World Connections

A common scene in classrooms is a teacher giving information about a topic and then asking a student what was just said. A student often repeats back exactly the teacher’s words feeling proud for paying attention and being able to respond. Then the teacher says, “Now put what you repeated in your own words.”

Silence.

Unless students understand what the teacher is saying, they are able only to repeat, and will not be able to respond. However, this is a clue to the teacher whether a student really understands what is said or is only able to repeat back the words.

Teachers often ask students to paraphrase a text. **Paraphrase** means to rephrase a text in one’s own words. Usually the paraphrase is in a simpler form than the original. Paraphrasing does more than help the teacher check a student’s understanding. The act of paraphrasing helps the student understand and remember the information better.

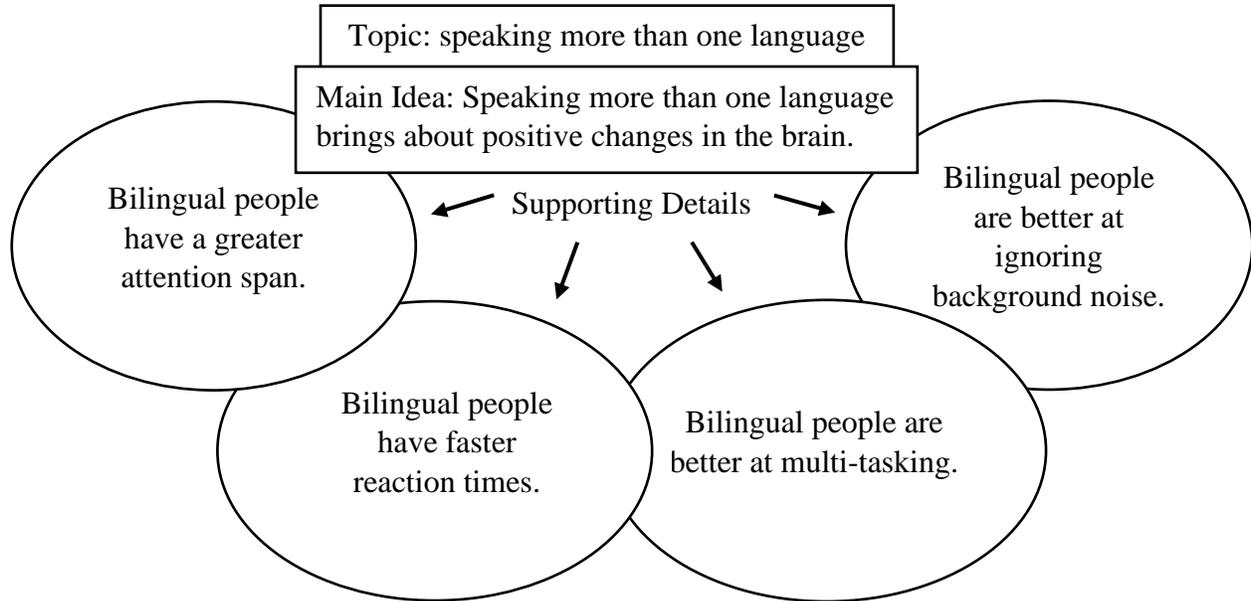
A paraphrase IS:	A paraphrase is NOT:
<ul style="list-style-type: none"> • clarifying the main idea and supporting details of a text 	<ul style="list-style-type: none"> • changing only a few words in the original text
<ul style="list-style-type: none"> • putting information in one’s own words 	<ul style="list-style-type: none"> • adding new information or leaving out important details
<ul style="list-style-type: none"> • about the same length as the original text 	<ul style="list-style-type: none"> • rearranging the order of the words in the original text

After reading a text, the reader first determines the topic. Then the reader should reread the text, focusing on what the author is saying about the topic. This is the main idea or central thought of a text. The reader then looks for the facts, examples, or evidence backing up the main idea; these are known as the supporting details.

Original

The Paraphrasing Process

People who speak more than one language experience changes in the brain. Being bilingual gives a person a better attention span. Bilingual people are also better at multi-tasking because they react faster than someone who speaks only one language. Being bilingual provides advantages when dealing with background noise. The bilingual brain is better at picking out relevant speech sounds and ignoring others. Learning a second language may not be easy, but it will prove to be worth the time and effort.



Paraphrase

The ability to speak more than one language has several advantages. The brain of a bilingual person can do more than one thing at a time and stay focused for longer periods of time with a faster reaction time. Bilingual people have an advantage in noisy environments because their brains are better at blocking background noise. The positive changes in the brain make learning a second language worth the effort.

Read each paraphrase below and complete *The Paraphrase Test*.

The questions in the box below can be used to check the accuracy of a paraphrase. If the answer to any question is *no*, the writer should make the necessary edits to the paraphrase.

The Paraphrase Test	Does it include the main idea and supporting details?	yes / no
	Is it written in the reader's own words?	yes / no
	Is it about the same length as the original?	yes / no
	Does it have <i>only</i> information from the original?	yes / no



Read the Original Text below. Then read the paraphrases of the original text. Complete *The Paraphrase Test* to determine if the paraphrase is correct.

Original Text:

The slowest animal in the world is the sloth. Sloths are so slow that algae grow on their fur. The algae give their black, brown, or gray fur a greenish hue. Since they live in trees, the algae provide camouflage.

Paraphrase 1:

Sloths move at such a slow pace that algae grow on their fur. The algae help protect them. It provides sloths with the ability to blend in better in the trees where they live.

Explain any "no" answers:

The Paraphrase Test	Does it include the main idea and supporting details?	yes / no	
	Is it written in the reader's own words?	yes / no	
	Is it about the same length as the original?	yes / no	
	Does it have <i>only</i> information from the original?	yes / no	

Read each paraphrase. Complete The Paraphrase Test.

Paraphrase 2:

The sloth is the slowest animal in the world. Sloths are so slow that algae grow on them. Their fur can be gray, brown, or black. Algae give them a greenish hue, which provides camouflage, since sloths live in trees. They can sleep up to twenty hours a day.

Explain any "no" answers:

The Paraphrase Test	Does it include the main idea and supporting details?	yes / no	
	Is it written in the reader's own words?	yes / no	
	Is it about the same length as the original?	yes / no	
	Does it have <i>only</i> information from the original?	yes / no	

Paraphrase 3:

The movement of a sloth is so slow that algae grow on its fur. The green algae on a sloth's naturally black, grey, or brown fur helps it blend into trees, where it lives. Sloths are the most sluggish animals in the world.

Explain any "no" answers:

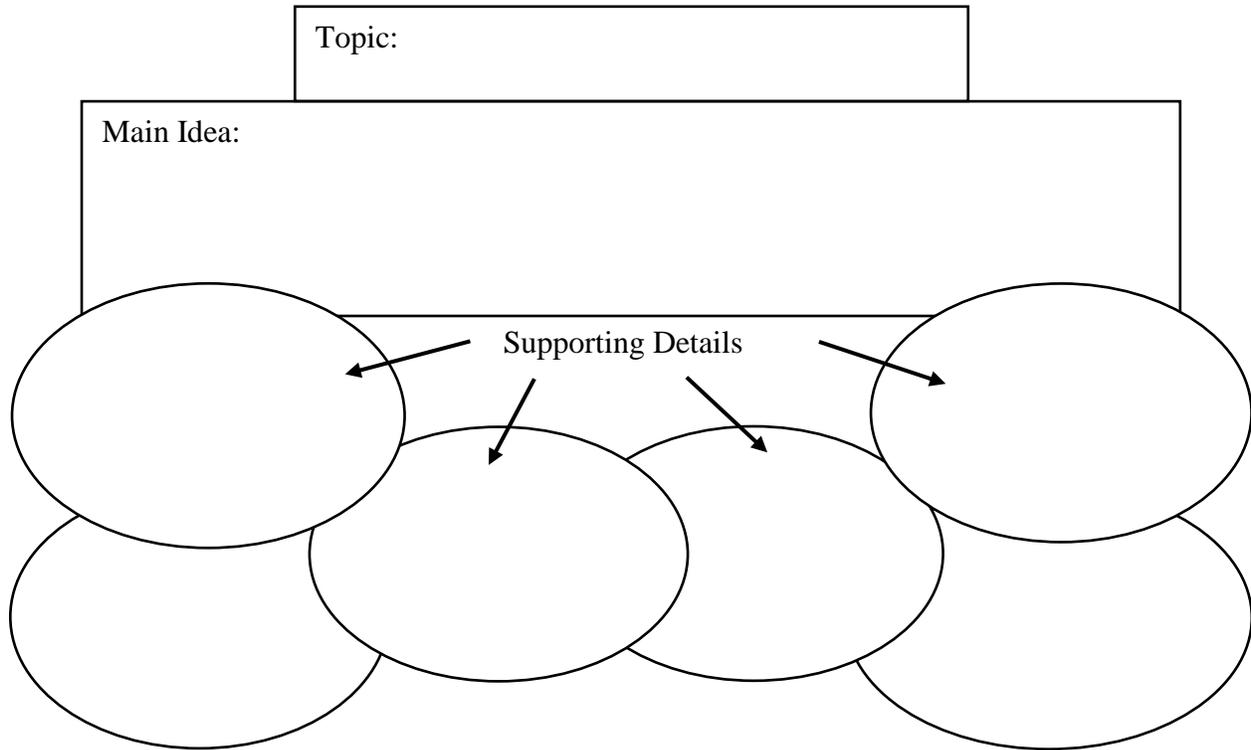
The Paraphrase Test	Does it include the main idea and supporting details?	yes / no	
	Is it written in the reader's own words?	yes / no	
	Is it about the same length as the original?	yes / no	
	Does it have <i>only</i> information from the original?	yes / no	

Work together as a class exercise.

The Top

Mt. Everest is the world's tallest mountain. Sadly, it is also a mountain of trash. For many years, only the most experienced climbers would attempt to reach the top. One in four people attempting it would die. Today, hundreds of people each year climb the mountain with the help of hiking companies. Climbing the mountain can take weeks, and climbers must carry with them everything they will need during that time. As they climb higher up the mountain, the increasingly thin air causes climbers to struggle for every step. By the time they are descending, many simply cannot return with all the supplies they brought. Due to the extreme cold, nothing decomposes. It all remains. Trash removal has become a priority for political and environmental groups. They are finding ways to remove trash and restore Mt. Everest's original and natural beauty.

Work together as a class exercise.



Use the main idea and supporting details in “The Top” to write a paraphrase.

Paraphrase

Complete The Paraphrase Test to help determine if the paraphrase is correct. Make changes to the above as needed.

Explain any “no” answers:

The Paraphrase Test	Is it in the writer’s own words?	yes / no	
	Is it about the same length as the original?	yes / no	
	Does it include all the important details?	yes / no	
	Does it have <i>only</i> information from the original?	yes / no	

Read the passage. Then answer the questions that follow.

Water Sources

- 1 Most people realize that the majority of the earth is covered in water. In fact, about 71 percent of the earth's surface is water. Even with the population growth, it can be inferred that there is plenty of water for everyone. However, that is not a correct inference because all of the 71 percent of water is not available for human use. Most of the water, 96.5 percent, is ocean water. Of the remaining freshwater, the vast majority is in polar ice caps. Twelve percent is groundwater and only one percent of usable freshwater is from rivers and lakes.
- 2 Groundwater is the water found beneath the earth's surface and part of the natural water cycle. It gathers from rain, snowmelt, or water that leaks through the bottom of some lakes and rivers. The water near the surface could be just a few hours old. The water deeper beneath the surface is more likely to have been there up to a thousand years.
- 3 Oklahoma has twenty-two major groundwater basins, containing about 390 million acre-feet of water in storage. This water benefits agriculture, public and private water supplies, and businesses. The largest is the Ogallala Aquifer in western Oklahoma, containing 90 million acre-feet of water. That is enough water to cover the entire state two feet deep. Groundwater is the primary source of water in the western half of the state.
- 4 Surface water is water from rivers, streams, creeks, lakes, and reservoirs. In Oklahoma, the area covered by lakes and ponds alone is larger than the state of Rhode Island. Eufaula Lake is a 105,000 acre lake. The largest storage lake is Lake Texoma. Additionally, rivers and streams provide about 167,000 miles, with the Beaver/North Canadian River being longest at 752 miles. The Red River is the second longest at 570 miles.
- 5 Surface water and groundwater are not evenly distributed across the state. In some areas of the state, most of the water comes from beneath the surface; in other areas of the state, most of the water comes from the surface water. For example, in Adair, Sequoyah, LeFlore, and Haskell counties, about 91 percent of the water used comes from surface water. In contrast, Oklahoma's panhandle receives only 2 percent of its water from surface water. Water there is supplied primarily from the Ogallala Aquifer.
- 6 No matter where the water comes from, it should not be taken for granted. It is a limited resource. Conserving water is important for everyone to do. Taking shorter showers, fixing leaky faucets, and turning off the water while brushing teeth are simple ways to save water. Whether it is surface water or underground water, using it carefully ensures that there will be enough fresh water in the future.



Sources: <https://www.epa.gov/watersense>.
<https://www.owrb.ok.gov>.

Answer the following questions.

1. What is the main idea of “Water Sources”?
 - A Shorter showers, fixing leaky faucets, and turning off the water while brushing teeth are important ways to conserve water.
 - B Seventy-one percent of the earth’s surface is water, but most of it is saltwater.
 - C The two sources of usable water are groundwater and surface water from rivers, lakes, and reservoirs.
 - D Oklahoma has enough lakes and ponds to cover the state of Rhode Island.

2. All of the following details support the main idea except
 - A groundwater is part of the natural water cycle.
 - B if the water is near the surface, it could be just a few hours old.
 - C surface water is water from rivers, streams, creeks, lakes, and reservoirs.
 - D groundwater is the primary source of water in the western half of the state.

3. Select the best paraphrase of paragraph 2.
 - A When rain and snowmelt go beneath the earth’s surface, it is known as groundwater. Groundwater can also come from water leaking through lakes and rivers. The deeper the water is, the older it probably is. Water not far from the surface could be only hours old, while water deep in the earth may be a thousand of years old.
 - B Groundwater comes from rain, snowmelt, or water that leaks through the bottom of lakes and rivers. Groundwater ranges from a few hours to a few thousand years old.
 - C Part of the natural water cycle, groundwater is found beneath the earth’s surface. It gathers from rain, snowmelt, or water that leaks through the bottom of some lakes and rivers. The water found deeper beneath the surface is more likely to have been there for many years, even several thousand years. If the water is near the surface, it could be just a few hours old.
 - D Rain, snowmelt, and water from lake or river leaks can go beneath the earth’s surface and become groundwater. Oklahoma has twenty-two major groundwater basins. The largest basin is in western Oklahoma and contains 90 million acre-feet of water.

Answer the following questions.

4. Read the following.

Water should never be taken for granted, no matter where it comes from. It is not an endless resource. Conserving water is an important thing for everyone to do. Things like taking shorter showers, fixing leaky faucets, and turning off the water while brushing your teeth are easy ways to save water. Using water wisely ensures that there will be enough fresh water in the future.

Select the mistake in the above paraphrase of paragraph 6.

- A It does not include the main idea.
 - B It is not written in the author’s own words.
 - C It contains the same information as the first paragraph.
 - D It does not contain all of the important details of the original text.
5. Select the best alternate title for this passage.
- A “Where We Get Our Water”
 - B “Saltwater or Fresh Water”
 - C “Groundwater Basins in Oklahoma”
 - D “The Largest Lake and the Longest River”
6. Which paragraph least supports the main idea of the passage?
- A paragraph 3
 - B Paragraph 4
 - C paragraph 5
 - D paragraph 6
7. What is the main idea in paragraph 5?
- A Approximately 91 percent of the water used in Adair, Sequoyah, LeFlore, and Haskell counties comes from surface water.
 - B Western Oklahoma, especially the panhandle, uses more groundwater than other areas of Oklahoma.
 - C Different areas of Oklahoma have different amounts of surface water and groundwater.
 - D Some areas of the state rely almost entirely on surface water since no groundwater is available.

Answer the following questions.

8. The writer of “Water Sources” is considering adding additional information. Which detail would best support the main idea?
- A Sixty-six percent of the human body is water.
 - B Many cities have laws that control water usage.
 - C Underground water is stored in the spaces between rock particles.
 - D Lakes and rivers in Oklahoma are popular for boating, fishing, and skiing.
9. The details in paragraph 4 support the idea that
- A Oklahoma has many sources of surface water.
 - B Rhode Island is a small state and has limited surface water.
 - C fishing and boating are the most popular activities for Oklahomans.
 - D Oklahoma has enough surface water that groundwater is not necessary.
10. All of the following are characteristics of a paraphrase except
- A it is in the reader’s own words.
 - B it is about the length of the original.
 - C it includes the main idea with some supporting details.
 - D it has new information.

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Read the passage. Then answer the questions that follow.

Passage 1: Disaster in the Coal Mines

- 1 Mining for coal has always been a risky business. However, it still is a profitable business. Coal in Oklahoma was first mined commercially in 1873. For almost 100 years, coal was removed through underground or shaft mining. Already dangerous, coal mining was particularly hazardous in Oklahoma. During early mining years, twice as many coal miners died in Oklahoma than in bordering states.
- 2 Miners faced many dangers in the underground or shaft mines. A mine could collapse or cave-in. In the tunnels that ran deep underground, fresh air was a scarcity, making the environment unsafe. The machinery used in mining was dangerous, causing many injuries and deaths. Also, methane gas that accumulated in the coal could easily ignite and create a major explosion. Those blasts could travel through miles of tunnels and kill miners who were working a long distance from the initial blast.



- 3 One of the most tragic disasters in the 1880s occurred at Savanna. Eighteen miners died in a mine explosion. The initial blast killed six workers, but another dozen miners died trying to save them. They were killed by afterdamp, a deadly gas made up of carbon monoxide and carbon dioxide that is left in the mine after an explosion.

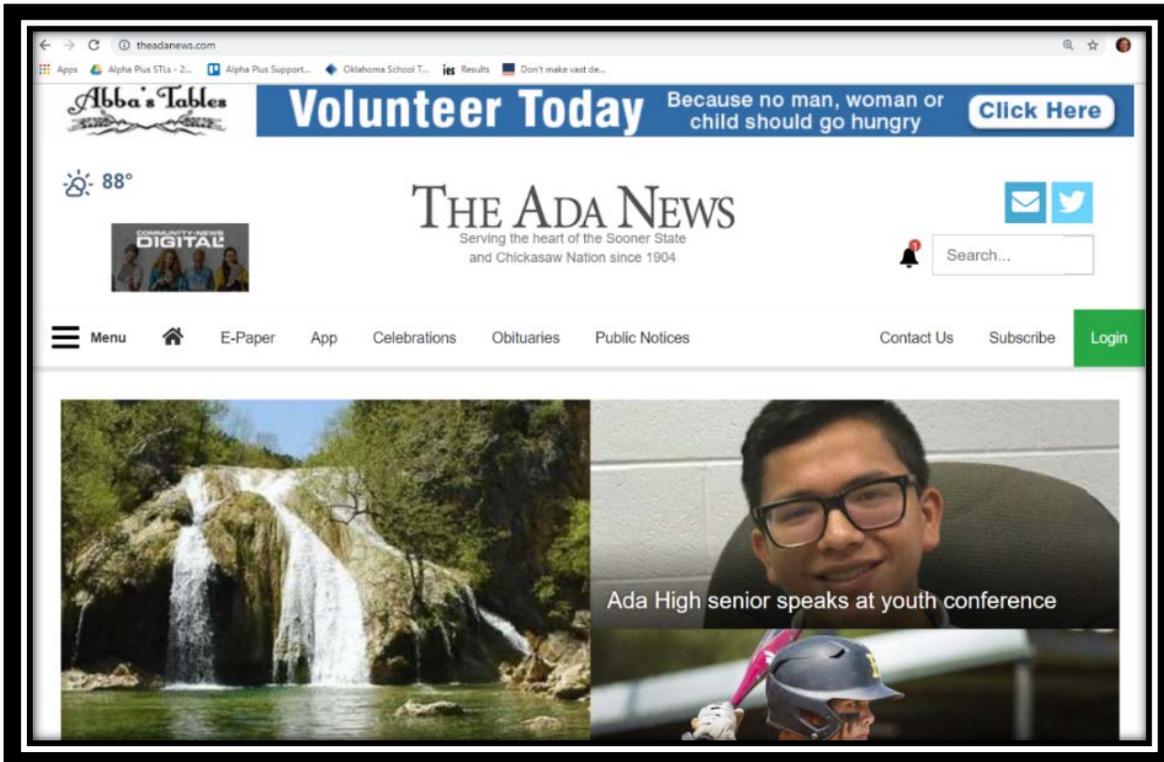
"Over Hundred Buried in Wilburton Mine," Ada Evening News, Jan. 13, 1926, p. A1.

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Independent Practice (7.2.R.3)

Name: _____

- 4 The worst mining disaster during the Indian Territory period occurred in Krebs on January 7, 1892. The tragedy happened at the Osage Coal and Mining Company’s Mine Number Eleven. An explosion swept through the entire mine, killing one hundred men and injuring another two hundred. It was the third worst disaster in the United States at that time.
- 5 In 1912, another tragic mining accident occurred. It was in McCurtain, at the San Bois Coal Company’s Mine Number Two. Seventy-three men died. The explosion was so massive that witnesses reported seeing a fifty-foot tongue of fire erupting from the mine’s entrance.
- 6 After the McCurtain disaster, an Oklahoma Mine Inspector’s Office was established to oversee mine safety. Despite this, the rate of accidents increased after the McCurtain disaster. It was many years later before effective safety reforms were put in place.
- 7 Coal mining is still important in Oklahoma. Today, about 40 percent of Oklahoma’s electricity comes from coal. However, miners no longer face the dangers they once did. Modern practices and equipment have made coal mining much safer. Additionally, the State of Oklahoma Department of Mining has a Coal Division. The Coal Division is committed to protecting the health and safety of the miner, so Oklahomans never again experience the mining tragedies of the past.
- 8 Many changes have been made in the mining industry. However, Ada has not only seen and experienced those changes but many more. The way of getting the news to area residents has also changed. When information is needed it can still be found in The Ada News. The Ada News first published as The Ada Evening News in 1904 serving the Chickasaw Nation and southeastern Oklahoma. Today, the newspaper continues its legacy in publishing and community service with a digital version and app on their website at <https://www.theadanews.com>.



Answer the following questions.

1. What is the main idea of “Disaster in the Coal Mines”?
 - A Until recently, coal mining in Oklahoma was very dangerous, with several disasters costing many lives.
 - B Mining for coal in Oklahoma was twice as dangerous as coal mining in neighboring states.
 - C It took many years for Oklahoma to have regulations for safe mining.
 - D Methane gas could create explosions that spread through miles of underground tunnels, impacting miners who worked far from the initial blast.

2. Which detail best supports the main idea?
 - A A mining disaster in Krebs on January 7, 1892, was the third worst disaster in the United States at that time.
 - B Coal in Oklahoma was first mined commercially in 1873 through underground or shaft mining.
 - C Afterdamp is a deadly gas made of carbon monoxide and carbon dioxide that is left in the mine after an explosion.
 - D The creation of the Oklahoma Mine Inspector’s Office did not improve safety in the mines.

3. Select the best paraphrase of paragraph 5.
 - A At the San Bois Coal Company’s Mine Number Two, a deadly explosion occurred in 1912.
 - B In 1912, another sad mining accident happened. It was in McCurtain at Mine Number Two of the San Bois Coal Company. Seventy-three men died in the massive explosion. Witnesses saw a fifty-foot blaze of fire erupting from the mine’s opening.
 - C A huge explosion in McCurtain at a San Bois Coal Company killed seventy-three men. Newspapers across the United States reported the disaster.
 - D Seventy-three men died in 1912 from a huge explosion at a San Bois Coal Company mine in McCurtain. Some people who saw the explosion said that fire burst fifty feet out of the mine.

Refer to the passage. Then answer the questions that follow.

4. Read the following.

Almost half of the electricity in Oklahoma is generated from coal. That means coal mining is still an important industry in Oklahoma. People in Oklahoma are committed to making coal mining a safe industry, so the disasters of the past will not be repeated.

Select the mistake in the above paraphrase.

- A It does not include the main idea.
 - B It is not written in the author's own words.
 - C It contains new information that is not in the original text.
 - D It does not contain all the important details of the original text.
5. Read the following.

Disaster in the Coal Mines

Select the best alternate title for this passage.

- A "Explosion at Mine Number Seven"
 - B "A History of Danger in Oklahoma Mines"
 - C "How to Practice Safety in Coal Mining"
 - D "The Importance of Coal Mining in Oklahoma"
6. Which paragraph least supports the main idea of the passage?
- A paragraph 3
 - B paragraph 4
 - C paragraph 6
 - D paragraph 7
7. All the following are steps in paraphrasing a text except
- A identify the main idea.
 - B identify the supporting details.
 - C rearrange the order of the sentences.
 - D rephrase the main idea and supporting details.

Read the passage. Then answer the questions that follow.

Passage 2: Coal County

- 1 Coal County in Oklahoma began at statehood in 1907. This land was Choctaw Nation in Indian Territory where the Choctaw people had been living after being forcibly removed from their home in the southern states in the 1830s. In addition to the Choctaw land, a narrow 3.5-mile strip of the Chickasaw Nation was also included. Coal county is one of the smaller counties in Oklahoma, with 521 square miles. Its name refers to the abundant coal mines which communities built.
- 2 All counties have a county seat, a city that is the governmental center of that county. Coal County's seat is Coalgate. It may appear obvious that the town received its name from the mineral wealth in the ground. However, that is only partially true. When the city was incorporating, the Missouri, Kansas, and Texas Railroad (MKT) was central to its growth. Someone suggested that the town be named after the president of the railroad company. His name was Coalgate Hoyt. To add favor for that name, a popular slogan from the early coal mining camps had been, "A GATE to wealth from the COAL Industry." Consequently, Coalgate was a logical source for the town's name.
- 3 Along with coal mining, agriculture was an important source of income to many of the residents. The primary crops included: cotton, peanuts, pecans, corn, wheat, and fruit. Today, it is largely a cattle growing region located in southeastern Oklahoma. Biomes are varied, including the foothills of the Ouachita Mountains, open prairies, and the Sandstone Hills.

Answer the following questions.

8. Read the following.

Coal County was formed. At the same time Oklahoma gained statehood. The land had belonged mostly to the Choctaw Nation, with a small area from the Chickasaw Nation. The Choctaw had followed the steps of other Indian tribes that were forced by the government to leave their homelands in the southern part of the United States. Even though they had farmed their land for hundreds of years, they were considered hunters and unfit for properly caring for the land. Coal County was named after the many coal mines that were in the region. It is 521 square miles in size, which is smaller than most Oklahoma counties.

Select the mistake in the above paraphrase.

- A It does not include the main idea.
- B It is not written in the author's own words.
- C It contains new information that is not in the original text.
- D It does not contain all of the important details of the original text.

Answer the following questions.

9. What is the main idea in paragraph 2?
- A All counties have a town that acts as a county seat, or the center for the county government.
 - B Coalgate, the county seat, received its name from the president of a local railroad company as well as from a coal-mining slogan.
 - C Coal County’s seat was named Coalgate after a slogan from the early coal mining camps, “A GATE to wealth from the COAL Industry.”
 - D Coalgate Hoyt, the president of the Missouri, Kansas, and Texas Railroad company, was the inspiration for the name of Coalgate, the county seat.
10. What is the main idea in paragraph 3?
- A Coal mining and agriculture are the main sources of income in Coal County.
 - B The main crops grown in Coal County are cotton, peanuts, pecans, corn, wheat, and fruit.
 - C Coal County, Oklahoma, includes the Ouachita Mountains, prairies, and the Sandstone Hills.
 - D Coal County in southeast Oklahoma has three different biomes and produces a variety of crops.



Essential Question: Sample response: *How does a student paraphrase a text?*



Refer to “Passage 2: Coal County” to answer the following questions.

1. “Disaster in the Coal Mines” could best be classified as
 - A nonfiction.
 - B fiction.
 - C drama.
 - D poetry.
2. Read the following.

The explosion was so massive that witnesses reported seeing a fifty-foot tongue of fire erupting from the mine’s entrance.

What is the best definition of the word tongue as it is used in the above sentence?

- A The flap under shoelaces.
 - B A flame becoming smaller at one end.
 - C The power of communication through speech.
 - D A long strip of land projecting into a body of water.
3. Read the following.

After the McCurtain disaster, an Oklahoma Mine Inspector’s Office was established to oversee mine safety.

Select the sentence that uses the definition of mine in the same way it is used in the above sentence.

- A The marines were wary of mines placed in the roads.
- B This restaurant is a favorite of mine.
- C Mponeng gold mine in South Africa is two miles underground.
- D The library is a mine of information.

Answer the following questions.

4. Read the following.

The Coal Division is committed to protecting the health and safety of the miner, so Oklahomans never again experience the mining tragedies of the past.

Identify the dependent clause in the above sentence.

- A the Coal Division is committed
 - B to protecting the health and safety
 - C the health and safety of the miner
 - D so Oklahomans never again experience the mining tragedies of the past
5. Read the following.

My uncle has a million ball caps.

Identify the literary device used in the above sentence.

- A hyperbole
 - B symbolism
 - C personification
 - D onomatopoeia
6. Read the following.

When Douglas learned his parents were just a mile away, he turned as white as a ghost.

Identify the literary device used in the above sentence.

- A irony
- B simile
- C metaphor
- D personification

7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: setting, plot, characters (i.e., protagonist, antagonist), characterization, theme, conflict (i.e., internal and external).

Vocabulary

literary elements	basic elements, or parts, of a literary text
characterization	way in which an author conveys information about the characters
characters	people, animals, or creatures in a literary plot
conflict	struggle between two opposing characters, forces, or emotions
plot	sequence of events or actions in literary works
setting	time and place of events
theme	central meaning or moral of a literary work

Real-World Connections

Most seventh graders have been using literary elements since third grade. Once word meanings are understood, students can use the same words with the same meanings to analyze other situations while reviewing the literary elements. Bookstores come in all sizes with books from floor to – no, not the ceiling, but up to as far as a customer can reach. In some ways the size of a bookstore reflects the size of the building. One of their shared **characteristics** is the way they attract customers into their location whether in a small town or a mega metropolis. Much like **characters**, who are usually people or other living things that move the action in a story, bookstores have personalities and displays that move readers in selecting a book to buy. The **setting** of a bookstore may be present day, but the different sections may take readers into the past, present, or future; and the stories in the books can take readers to the jungles, to a place like home, or maybe to an ancient castle. Books in many stores are organized by **theme**, or the central meaning or moral, of each literary work. Many customers prefer to snuggle down with a good mystery story that has big-action **conflict** or struggles with the forces of good and evil. The sequence of events in a story, or the **plot**, is central to mystery and adventure books or any work of fiction. The romance section is for books written about the conflicts that come when people struggle with relationships and romantic feelings.

However, when students analyze their favorite stories or books using the tools of literary elements, they can move quickly to finding a new favorite book or another section to try a different theme. The bookstore, media center, or public library is waiting for any reader to embark on in the adventure of reading. Today's abundance of e-books, which can be accessed from various devices, gives readers a choice of easy access or purchasing traditional hard copies of books for those who enjoy holding a book in their hands.

It does not matter where books are found. It does not matter if they are electronic or paper. What does matter is how the author uses literary elements to create a unique text. Does the author describe the characters' in detail, or do the characters' actions speak for themselves? Does the author use a brutal climate as the setting for an adventure, or is it an intimate scene for romance to develop? Does the author create a conflict that is physical and obvious, such as a girl trying to scale a mountain? Does the author create a conflict that is subtle, such as a boy's internal struggle to overcome fear?

The author's use of literary elements creates books readers enjoy and may choose to read again. Looking at how literary elements are used in a work helps a reader better understand the author's meaning. It also helps a reader know the author; and it can help a reader know which types of books to reach for time and time again.



Identifying and Analyzing a Story's Literary Elements

Literary Element	How to Identify	How to Analyze
Setting – time and place of events in literary works	Where and when does the story take place? What is the setting of the story?	Why is the setting important to the story? Could the story have happened any other place? How does the setting affect a character's actions?
Plot – sequence of actions and events in literary works	What happens in the story? What events happen first, second, third in the story? What are the events that build the plot?	How does one action cause another action to happen? Why is a specific event important to the story?
Character – people, animals, creatures involved in a literary plot	Who is in the story? Who is the at the center of the story (main character)? What if any other characters should be listed?	Why is it important that a character does or says something? Why and how is a character important to the story? What would the story be like without the characters?
Characterization – revealing personality and mannerisms of characters	How do you describe all characters looks or actions? Why do any characters behave in a certain way? Do any characters change throughout the story?	Why is it important that a character has the personality it does? How would the story be different if the reader didn't know what the characters were like?
Conflict – struggle between two opposing forces internal or external (human, nature, emotions)	What is the conflict or problem in the story? Does a character struggle to decide or take an action? Does a character have conflict with another character or outside force? What is the resolution of the conflict?	How does the conflict affect the characters and the action in the story? How does the conflict affect the meaning of the story? How does the resolution of the conflict affect the story?
Theme – central meaning or moral of a literary work	What lesson do the characters learn in the story? What is the theme of the story? What message is the author trying to convey?	What other literary elements help the reader identify the theme? Why and how is the theme important to the story?

Read the passage. Then answer the questions that follow.

An Adaptation of “The Lady or the Tiger?”

By Frank Stockton

In the very olden time there lived a semi-barbaric king. One of his barbaric ideas was to use a public arena to establish guilt or innocence. When a subject was accused of a crime of enough importance to interest the king, public notice was given that on an appointed day the fate of the accused person would be decided in the king's arena.

When all the people had assembled in the galleries, and the king, surrounded by his court, sat high up on his royal throne, he gave a signal. A door beneath him opened and the accused subject stepped out into the amphitheater. On the other side of the enclosed space were two doors. The accused would walk to these doors and open one of them. Behind one was a fierce and hungry tiger, which immediately sprang upon him and tore him to pieces as a punishment for his guilt. Behind the other door was a lady, selected especially for him. To this lady he was immediately married as a reward of his innocence. The accused man determined his own fate by choosing a door.

The tradition was very popular. When the people gathered together on one of the great trial days, they never knew whether they were to witness a bloody slaughter or a happy wedding. Thus, the masses were entertained, and the thinking part of the community could not find fault. Did not the accused person have the whole matter in his own hands?

This semi-barbaric king had a beautiful daughter, whose soul was as intense and proud as his own. The king loved his daughter above all else. But the princess loved a commoner. He was a handsome young man whose strength and courage were unsurpassed. When the king discovered their relationship, he immediately threw the young man in prison. A day was appointed for his trial in the king's arena. This would be the greatest event ever to occur in the arena.

The kingdom was searched for the most savage tiger and the most beautiful maiden. Although the king would punish the young man and send him away regardless of what happened, he looked forward to the event. It would determine whether the commoner had done wrong in loving the princess.

The appointed day arrived. The king and his court were in their places, opposite the twin doors. All was ready. The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena. His appearance was greeted with a low hum of admiration and anxiety. Half the audience had not known so grand a youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be there!



As the youth advanced into the arena he turned, as the custom was, to bow to the king. But his eyes were fixed upon the princess, who sat to the right of her father. From the moment the decree had gone forth that her lover should decide his fate in the king's arena, she had thought of nothing else. Possessed of great power and influence, she had done what no one else had been able to do. She knew which door led to the tiger and which door led to the beautiful maiden.

Not only did she know behind which door the lady waited, but she also knew who the lady was. The girl was lovely, but the princess had seen her speaking with the young man on previous occasions. With all the intensity of the savagery from her barbaric ancestors, she hated the woman behind that silent door.

When her lover looked at her, and their eyes met, he understood. He had expected her to know it. Then his quick and anxious glance asked the question: "Which?" It was as plain to her as if he shouted it from where he stood. She raised her hand, and made a slight, quick movement toward the right. Only her lover saw her.

He turned, and with a firm and rapid step he walked across the empty space. Every heart stopped beating, every breath was held, every eye was fixed upon that man. Without the slightest hesitation, he went to the door on the right, and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The more we reflect upon this question, the harder it is to answer. Think of it not as if the decision depended upon yourself, but upon that hot-blooded, semi-barbaric princess, her soul burning with despair and jealousy. She had lost him, but who should have him?

How often, in her waking hours and in her dreams, had she started in wild horror at the thought of her lover being ravaged by the tiger.

But, how much more had she seen him at the other door! How her soul had burned in agony when she had seen him rush to meet that woman. When she imagined them walking away together, she ground her teeth and pulled her hair.

Would it not be better for him to die at once, and go to wait for her in a future life?

And yet, that awful tiger, those shrieks, that blood!

Her decision had been made after days and nights of anguished deliberation. She had known she would be asked; she had decided what she would answer, and, without the slightest hesitation, she had moved her hand to the right.

The question of her decision is one not to be lightly considered, and it is not for me to presume to answer it. And so, I leave it with all of you: Which came out of the opened door—the lady, or the tiger?



Guided Practice (7.3.R.3)

Name: _____

Use the graphic organizer below to identify literary elements in “The Lady or the Tiger” to determine how they contribute to the story’s meaning. The first row has been completed.

Setting	
Identifying A kingdom in ancient times	Analyzing The setting is important because the events would not be possible in a civilized time or place
Plot	
Identifying	Analyzing
Character(s)	
Identifying	Analyzing
Characterization	
Identifying	Analyzing
Conflict	
Identifying	Analyzing
Theme	
Identifying	Analyzing

Answer the following questions.

1. The setting of the story is a kingdom in a faraway land in ancient times. How important is the setting to this story?
 - A not important, because love and jealousy can occur any time or place
 - B somewhat important, because the story is more interesting with life or death decisions in a kingdom
 - C important, because now people understand the importance of a fair trial to determine guilt or innocence
 - D very important, because the arena of an ancient, and somewhat barbaric kingdom is central to the actions in the story

2. How is the king characterized in the story?
 - A fair and just
 - B arrogant and barbaric
 - C civilized and determined
 - D fatherly and compassionate

3. The fact that the princess even considers letting the man she loves be killed by a lion rather than see him married to another woman tells the reader that
 - A the princess is more barbaric than kind.
 - B the princess is more generous than selfish.
 - C the princess is more confident than unsure.
 - D the princess is more forgiving than judgmental.

4. The main conflict in the story is between
 - A the king and his daughter.
 - B the princess and her beloved.
 - C the young man and his desire to pick the right door.
 - D the princess and her struggles between love and jealousy.

Answer the following questions.

5. The young man trusted the princess to lead him to safety. This shows his belief that
 - A love is selfless.
 - B betrayal would be impossible.
 - C she would not want other consequences.
 - D people usually make the right decisions.

6. Why is it important to the story that the king found out about the romance between his daughter and the commoner?
 - A It illustrates the differences between royalty and the common people.
 - B It reveals the king's character as knowledgeable about everything in his kingdom.
 - C It leads to the main event of the princess helping her beloved choose between death and life with another woman.
 - D It characterizes the people in the kingdom as being romantic themselves, as they were eager to watch the young man be either killed or married.

7. How would the story be different if the reader did not know what the princess is thinking?
 - A It would seem more likely that the princess would help her beloved select the door with the woman.
 - B It would seem more likely that the princess would help her beloved select the door with the tiger.
 - C It would make no difference in the story.
 - D It would increase the reader's interest.

8. What effect does the reader not knowing what is behind the door the young man opens have on the story?
 - A creating suspense in the plot
 - B revealing the young man's character
 - C adding an element of romance to the plot
 - D creating a more realistic setting for the story

Guided Practice (7.3.R.3)

Name: _____

Answer the following questions.

9. Explain how irony is most important in “The Lady or the Tiger.”

10. Explain which door you think the young man opened and why.

Essential Question: *How does a reader analyze literary elements in a story?*



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Read the passage. Then answer the questions that follow.



The Oklahoma Burger Trail Challenge

Mr. Parker stopped his two children before they climbed into the family car. “Kids,” he solemnly said, “I just want you to know, before we ever start this journey, that I’m proud of you. No matter how it turns out, I’m proud of you.”

Twelve-year-old Wesley giggled, but his older sister rolled her eyes. “Dad, our journey is to complete the Burger Trail, not save the human race,” Willa said.

One day. Seven greasy hamburgers. Over 200 miles to drive. The idea was first hatched when Mr. Parker came across a post on a website called *Only in Your State*. He was proud of his home and often looked for interesting things to see and do in the Sooner State. He was already making plans before he finished reading the title. “There’s Nothing Better Than This Mouthwatering Burger Trail in Oklahoma.” The Burger Trail started in Norman, where the Parkers lived, and wended through Oklahoma City, El Reno, and Edmond. The trail included the Turner Turnpike that led to Tulsa for the last stops. Willa and Wesley had never been on the Turner Turnpike, Oklahoma’s first turnpike, nor had they been to Tulsa, Oklahoma’s second largest city. Mr. Parker recognized it as the perfect adventure for his hamburger-loving children.

The first stop was a short drive from their house. Fortunately, Sooner Dairy Lunch in Norman opened at 10:00 a.m. so they could get an early start. They ordered at the drive-in window and sat outside at a picnic table to eat. “Best burger I’ve had all day!” pronounced Mr. Parker. Willa didn’t point out the obvious. It was the only burger he had eaten that day.

The next stop was in Oklahoma City. Wesley was apprehensive about this stop. He was worried that Tucker's Onion Burgers only sold burgers with onions, and he hated onions. Fortunately, Tucker's had other options. Willa, on the other hand, loved onions. "Best burger I've had all day!" proclaimed Willa, after swallowing her last bite of grilled onion burger. The third stop was a challenge. It was only minutes away from Tucker's. Mr. Parker had prepared for this by including a stop at McKinley Park. They walked for half an hour, enjoying the park and fresh air.

"Nothing makes me hungry like a walk and fresh air," said Mr. Parker. "How about a cheeseburger at Nic's Grill?"

Mid-way through their burgers at Nic's, Wesley's eyes grew wide. "Hey, we're halfway finished with the challenge! This is easy!"

Mr. Parker, his mouth full of cheeseburger, gave a thumbs up in agreement. Willa was thinking she might become a vegetarian after the challenge. "Best burger of the day!" announced Wesley, after easily finishing off his fourth burger.

Next, they headed to El Reno for a stop at Sid's Diner. Willa was grateful the fried onion burger there was so delicious, since she was beginning to question her ability to finish the challenge. It was so good, in fact, that she declared it the best burger of the day.

Their last stop before heading to Tulsa was in Edmond. Mr. Parker insisted on driving slowly and stopping for a walk before they reached Flat Tire Burgers. "We don't have time to waste!" Wesley insisted. He knew they still had a long drive to Tulsa, and then two restaurants to visit before the last one closed at 7:00 p.m.

"We're on a tight schedule," Mr. Parker agreed. "But you two are proving to be strong soldiers. I'm proud of your commitment to the challenge." Willa and Wesley laughed, enjoying their one-of-a-kind adventure.

By mid-afternoon the three were sitting outside on the patio of Flat Tire Burgers, slowly consuming their fifth burger of the day. "I can see why Flat Tire's is on the Burger Trail," Mr. Parker said between bites. "I think this is the best burger I've eaten all day!"

Finally, it was time to get on the Turner Turnpike. The relaxing drive allowed them to prepare mentally and physically for the last leg of the journey. Billy's on the Square was in downtown Tulsa. The family admired the urban view as they finished their burgers.

"I can taste victory," Mr. Parker grinned. "Just a short drive to the last stop, and we have an hour before they close."

"All I can taste is grease and beef," chuckled Willa.

"Let's go!" Wesley urged. "I know Hank's Hamburgers is close, but we can't take any chances now!"

As they merged onto the interstate to drive the short distance to their last stop, Willa cried out from the backseat. "Lookout, Dad!" Tire rubber was flying toward the windshield. The car in front of them veered unsteadily into the middle of the road. They were about to crash into another car! Willa collapsed in relief as the driver with the blowout gained control and the car thumped to the side of the road. Mr. Parker pulled slowly behind them and put on his emergency

blinkers. When the driver of the now disabled car got out to inspect the damage, Mr. Parker joined him. Willa and Wesley could see a child peering out the back window of the car.

They watched as the two men examined the car. Then the driver made a call on his cell phone and shook his head. He looked at the child in his car and shook his head again. Mr. Parker motioned at the car where Willa and Wesley were still sitting, and the two men talked some more. Finally, Mr. Parker returned to the car.

“They’re okay, aren’t they Dad? We can go now, right?” Wesley asked. He didn’t want to sound cold-hearted, but he was eager to get to Hank’s before closing time.

“That man’s name is Jack. His son, Charlie, is eight years old. He’s the pitcher on his little-league baseball team, and they’re headed to the last game of a tournament. Unfortunately, they don’t have a spare tire. Someone is coming with a new tire, but they won’t be here for at least an hour. By the time they get the tire replaced and drive to the tournament, the game will be over. It’s a game for the championship!”

“That’s too bad,” Wesley said. “Missing the game will be hard on the kid, but he can try again next year. Let’s go.”

Willa was more sympathetic. “Could we drive them to the game, Dad? Then finish the Burger Trail?”

“We can drive them there,” Mr. Parker responded. “But the ball field is in the opposite direction from Hank’s and we wouldn’t make it back before they closed.”

“We are so close!” Wesley groaned. “I mean, we’ve come this far! We can’t just quit now. The Oklahoma Burger Trail isn’t finished until we’ve eaten that seventh hamburger!”

“We have two options. We can drive Charlie to his baseball game, or we can drive to Hank’s to finish the burger challenge. Either one is fine with me. You two decide.”

One hour later, Willa and Wesley were wiping grease from their fingers after finishing their seventh burger of the day. Mr. Parker groaned as he rubbed his stomach.

As full as they were, all three still managed to stand and cheer when Charlie struck the last batter out. “I don’t remember concession stand hamburgers being this delicious!” Wesley grinned.

“Best burger of the day!” they all cried out in unison.

Information taken from: <https://www.onlyinyourstate.com/oklahoma/burger-trail-ok/>.

Answer the following questions.

1. How does the setting affect Mr. Parker's actions?
 - A Since the Burger Trail was in Oklahoma, Mr. Parker wanted to experience it personally.
 - B The setting of hamburger restaurants satisfies Mr. Parker's love of different kinds of hamburgers.
 - C Mr. Parker would not have taken his children if the Burger Trail had not included the Turner Turnpike.
 - D The Burger Trail could only be in Oklahoma, because Oklahoma produces better hamburgers than any other state.

2. The website *Only in Your State* is important to the plot in the story because
 - A it helps the reader understand Mr. Parker.
 - B it creates an internal conflict in Mr. Parker.
 - C it led to Mr. Parker's idea to take his children on the Burger Trail Challenge.
 - D it provided Mr. Parker with information about new events in his home state.

3. In the first paragraph, Mr. Parker says, "I just want you to know, before we ever start this journey, that I'm proud of you. No matter how it turns out, I'm proud of you." This helps develop his character by
 - A showing that he is a proud father.
 - B showing that he has a sense of humor.
 - C showing that he loves to travel with his children.
 - D showing his commitment to finishing the Burger Trail.

4. How is Charlie important to the family in the story?
 - A He throws the last strike of the game.
 - B He proves to be a good friend of Mr. Parker.
 - C He makes the plot more interesting by being a child in a near-accident.
 - D He provides a resolution to the conflict the Parkers were facing.

Answer the following questions.

5. How does the event of the blowout on the highway affect the story?
- A It adds an element of suspense to the plot.
 - B It shows the differences between the characters.
 - C It provides conflict in the story when the family must decide what to do next.
 - D It illustrates the importance of always being prepared for any emergency situations.
6. How does the author of the story develop the theme of selflessness?
- A Wesley does not want to give up his plans to finish the Burger Trail.
 - B Mr. Parker makes plans in case they do not make all hamburger stops.
 - C Willa and Wesley decide to put the needs of the young boy before their own interests.
 - D Jack is willing to wait for someone to bring a tire, even though it means his son will miss the game.
7. What story element would have been affected most if Jack had a spare tire for his car with him?
- A resolution
 - B conflict
 - C setting
 - D characterization
8. Read the following.

The third stop was a challenge. It was only minutes away from Tucker's. Mr. Parker had prepared for this by including a stop at McKinley Park. They walked for half an hour, enjoying the park and fresh air.

How does the above paragraph contribute to the characterization of Mr. Parker?

- A It shows his love of nature and exercise.
- B It shows his eagerness to end the Burger Trail Challenge.
- C It shows that he plans for events.
- D It shows how important McKinley Park was to him.

Answer the following questions.

9. Which event is least important to the plot of the story?
- A Charlie strikes out the last batter of the game.
 - B Mr. Parker reads about the Oklahoma Burger Trail.
 - C The family drives to Tulsa for the last two restaurants.
 - D Willa and Wesley are asked to decide what to do next.

10. Read the sentence.

“I don’t remember concession stand hamburgers being this delicious!”

What does the above quote reveal about Wesley’s character?

- A He always finished what he started.
- B He had happy memories of ballfield concessions.
- C He was resentful because his plans were interrupted.
- D He was happy about the decision to help Charlie get to his game.

Glossary - Grade 7 OAS English Language Arts Vocabulary

academic vocabulary – words connected to content-knowledge, concepts, and processes in a discipline or branch of learning (7.4.R.1)

affix – one or more letters at the beginning or end of a root or stem to make a word with meaning or change its meaning (7.4.R.2)

agreement – when the subject and verb are both singular or are both plural (7.5.R.3)

author's purpose – reason or why it was written (7.3.R.1)

cause/effect – cause is why something happened; effect is what happened (7.3.R.6)

characters – people, animals, or creatures in a literary plot (7.3.R.3)

characterization – way in which an author conveys information about the characters (7.3.R.3)

claims/evidence – statement of the truth of something and giving evidence to support it (7.3.R.6)

compare – similarities and differences between two or more things (7.3.R.1)

compare/contrast – similarities and differences between two or more things (7.3.R.6)

complex sentence – a dependent clause connected to an independent clause (7.5.R.2)

compound complex – a dependent clause connected to two independent clauses (7.5.R.2)

compound sentence – two independent clauses joined by a coordinating conjunction or a semicolon (7.5.R.2)

conflict – struggle between two opposing characters, forces, or emotions (7.3.R.3)

connotation – associations or impression a word gives (7.4.R.4)

context clue – information in a text that helps readers identify a word or word groups (7.4.R.3)

dangling modifier – a modifier whose meaning is unclear because the word or words it is meant to modify are not in the sentence (7.5.R.4)

denotation – literal, precise meaning of a word (7.4.R.4)

dependent clause – group of words that has a subject and a predicate, but does not express a complete thought, and cannot stand alone as a sentence (7.5.R.1)

details – specific information for a particular thing or situation (7.2.R.2)

dictionary – reference source in print or electronic form alphabetically arranged with meanings, syllabication, pronunciation, and parts of speech (7.4.R.5)

domain-appropriate – words specific to a content area (e.g., mathematics, science, social studies, language) as used in textbooks and other academic contexts (7.4.R.1)

factual claim – verified with statistics, examples, or personal experiences (7.3.R.5)

genre – category used to classify literary and other works, usually by form, technique, or content (7.2.R.2)

glossary – alphabetical list of technical and unusual words or terms used in a book (7.4.R.5)

hyperbole – obvious exaggeration (7.3.R.4)

Glossary - Grade 7 OAS English Language Arts Vocabulary

imagery – multiple words or phrases an author uses to represent someone or something descriptively by appealing to the senses (7.3.R.4)

implied purpose – examples and inferred reasons for writing a text (7.3.R.1)

infer – reasonable guess about something that is not directly stated in the text (7.4.R.1)

inference – logical conclusion drawn from information not explicitly stated (7.3.R.6)

informational text – text that contains facts and details (7.2.R.2)

irony – words an author uses to express attitude or action that is the opposite of what is expected (7.3.R.4)

literary devices – techniques writers use to add meaning or to create vivid mental pictures for the reader (7.3.R.4)

literary elements – basic elements, or parts, of a literary text (7.3.R.3)

literary text – written for the purpose of telling a story that can be fact or fiction (7.2.R.2)

main idea – central thought or idea of a reading passage (7.2.R.1)

meanings – definitions of a word (7.4.R.5)

metaphor – comparison of two things without using the words “like” or “as ” (7.3.R.4)

misplaced modifier – a modifier whose meaning is unclear because of its placement in the sentence (7.5.R.4)

modifier – a phrase or clause that describes another phrase or clause (7.5.R.4)

multiple-meaning word – word that has several unrelated definitions (7.4.R.3)

nonfiction – text of true facts on any topic (7.2.R.2)

onomatopoeia – words that focus solely on the sense of hearing; the use of words that mimic the sound they describe (7.3.R.4)

opinion – expression of a personal belief, idea, or feeling (7.3.R.5)

parenthetical citation – notation in parenthesis in a text providing information about the original source (7.6.R.2)

paraphrase – put something into one’s own words clarifying the statement using simpler words (7.2.R.3)

personification – figure of speech in which human qualities are given to animals, ideas, or things (7.3.R.4)

perspective – narrator’s interpretation of what happens in a story (7.3.R.2)

plagiarism – the use of someone else’s ideas without giving that person credit (7.6.R.2)

plot – sequence of events or actions in literary works (7.3.R.3)

point of view – the story as seen through the eyes of the narrator (7.3.R.2)

prepositional phrase – group of words that begins with a preposition and ends with one or more nouns or pronouns that serve as the object of the preposition (7.5.R.1)

Glossary - Grade 7 OAS English Language Arts Vocabulary

primary source – first-hand account of an event or occurrence (7.6.R.2)

problem/solution – tells about a problem and gives one or more solutions (7.3.R.6)

pronunciation – correct verbal way to say a word (7.4.R.5)

relevance – connected to a topic; important or significant to a topic (7.6.R.3)

reliability – accepted as true and trustworthy credibility (7.6.R.3)

research question – designed to focus locating information and studies that will support a research topic (7.6.R.1)

root – basic Greek or Latin letters often without English meaning usually needing an affix to make a word meaning (7.4.R.2)

secondary source – information about a past event or occurrence repeated by someone not directly involved in the happening (7.6.R.2)

setting – time and place of events (7.3.R.3)

simile – comparison of two things that are unlike, using the words “like” or “as ” (7.3.R.4)

simple sentence – one independent clause (7.5.R.2)

stated purpose – the author directly states why he/she is writing (7.3.R.1)

stem – basic Greek or Latin letters without meaning; needing inflectional affix(es) (7.4.R.2)

subject – who, whom or what is directly related to the verb (7.5.R.3)

summary – brief retelling of the main idea and main supporting details of text (7.2.R.1)

supporting detail – evidence to back up the main idea (7.2.R.1)

syllabication – breaking words into parts with one vowel (7.4.R.5)

symbolism – use of one thing to suggest or represent something else (7.3.R.4)

synonym – word or word phrase meaning very close to the same meaning as another word or word phrase (7.4.R.5)

text structure – organization of text information (7.3.R.6)

theme – central meaning or moral of a literary work (7.3.R.3)

thesaurus – reference source in print or electronic form that provides synonyms and antonym’s for entry words (7.4.R.5)

thesis statement – sentence or two that summarizes the central idea of informational text (7.6.R.1)

tone – words and details that express the overall feeling or attitude to the reader (7.3.R.4)

validity – point at which something can be believed correct or true (7.6.R.3)

verb – word or words that express action or state of being (7.5.R.3)

Works Cited page – listing of all the sources cited in an essay (7.6.R.2)

A Final Word

If I have ears to hear, but refuse to listen, am I more or less aware of the sounds around me than the person born without the ability to hear? No, we are equal. We do not know the sound of “Rap,” the fiddle’s speed on “Orange Blossom Special,” or the whack of the bat when it sends the sphere outside the park.

If I have the ability to read, but refuse to do so, am I more or less informed than the person who is illiterate and cannot make sense of the printed page? No, we are equal. We do not know what it means to read the words “I love you” on a Valentine; “Do your chores and get a raise in your allowance” on a note left on the kitchen cabinet; or the words “Driver’s License” on the paper that allows someone to legally drive.

Reading is a gift you give yourself. Take a trip in a book; meet new friends in a book, or follow the directions you find in a book. Grow to be the best person you can be because you have the ability!