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# Reading 8



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**SUCCESS** **OAS**  
*with*

Oklahoma Academic Standards

*TEACHER'S GUIDE*

*SUCCESS* **OAS**  
*with*

# *Reading 8*

**Ensuring Student Success  
with  
Oklahoma Academic Standards**

*Written by Oklahoma Teachers for Oklahoma Teachers*

*Sharon McSpadden*



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# SUCCESS *with* OAS

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## **“About This Book” – *Success with OAS ELA***

The Oklahoma Academic Standards (OAS) for English Language Arts (ELA), which were adopted by the Oklahoma State Department of Education (OSDE) in 2016, serve as grade-level expectations for what students should learn and be able to do by the end of each school year. This book is written to help students achieve these goals by providing teachers with content-lessons aligned to state subject-matter standards.

*“A PK-12 vertical progression of standards, organized by the eight overarching standards, allows for educators to recognize how all the standards are intertwined to develop the total literacy of a student. When a skill is no longer present, mastery is implied; however, teachers must support previous grade level skills according to the mastery level of their students. Users must examine all of the standards for each grade level as a whole to have a coherent understanding of what is required of learners.”*

– Oklahoma English Language Arts Standards, page 4, January 2016

Standards and objectives taught in this book are those that will be measured by the Oklahoma School Testing Program (OSTP). Each reading lesson is written to explicitly address one of those objectives.

### **Teacher’s Guide structure:**

- OAS objective number and content
- Vocabulary
- Answer Key
- Lesson
- Lesson Extension
- Writing Objective number and content
- Comprehensive Assessment

### **Student Book structure:**

- OAS objective number and content
- Vocabulary with definitions
- Lesson with Real-World Connections
- Guided Practice
- Independent Practice
- Continuous Practice
- Glossary

## Explanation of Components

**Objective Statement:** At the beginning of each lesson, the OAS objective is stated as adopted, helpful when writing lesson plans, and understanding the focus of the lesson.

**Vocabulary:** Key words within the objectives.

**Lesson:** Teacher directed, text-based, and requires students to draw meaning from reading, as well as provide textual evidence when needed. Begins with Real-World Connections, a bridge between the OAS objective and “Why do I need to learn this?”

**Guided Practice:** Students read a passage, and answer ten questions. A majority of the passages are designed to be challenging texts that are at or above the complexity level expected for the grade level. Students may have and give peer assistance while checking their own understanding of the concept. Students’ scores are considered a learning score. Which leads to further teacher led discussion and teaching to clear any misconceptions.

**Independent Practice:** Students read a passage, and answer ten questions. Students’ scores can be used to measure academic-growth, and future instructional needs, these will inform the teacher of student’s understanding of the objective. A critical component of each lesson is the **Essential Question**, which asks students to explain the “how to” for each objective. Essential Questions are open-ended, call for higher-order thinking skills, and require metacognition. Until students are able to articulate the process needed to address a task, it is unlikely that they will be able to demonstrate success in understanding and mastering the objective.

**Continuous practice:** This section in each lesson provides students an opportunity to revisit other objectives. Teachers can monitor student mastery beyond the lessons they have been taught. Objectives from the previous year are sometimes included, as are some writing objectives, and questions from future lessons following the theory of Continuous Improvement by W. Edwards Deming, which is a philosophical analysis of the nature of knowledge and how it relates to concepts.

**Glossary:** entry word and definition followed by objective number, academic vocabulary word included without specific objective number.

**Lesson Extensions:** These ideas are intended for teachers to use in offering students’ additional practice. The complexity of text should help determine if the extension is for re-teaching, reviewing, or enrichment. Suggestions of selections are listed for each lesson extension. If the text is from a public domain source, it may be downloaded and copied. Otherwise, the text is most likely copyrighted and should be read online. Live links verified in October 2018.

### Style and Reasons for

- Success with OAS primarily follows The Chicago Manual of Style®, which is commonly used in college and is similar to MLA® style required by most high school teachers. The Oklahoma Academic Standards specify use of “a formal style” of writing and “correct usage of Standard English” in the standards.

- Third-person point of view is used to introduce students to formal writing and academic research components. The Oxford or series comma and other conventions of punctuation are used to support “an organized structure and a formal style” as required in the standards..
- Open-ended questions, though difficult for teachers to grade quickly and return within the learning-curve period of time, are an opportunity for teachers to stress writing objectives. Teachers should require all answers to be in complete sentences. Students can practice short, concise sentences to demonstrate mastery in writing and in reading. Based on principles in Spalding’s book *Writing Road to Reading*.
- Passages may have sentences with errors. An incorrect sentence should re-appear in a question. Passages are commissioned or authentic. Following OSDE Test and Item Specs. There are passages to meet those requirements in the comprehensive assessment.
- This book is presented in numerical order to match the *Oklahoma Academic Standards (OAS)*. It is written for Oklahoma teachers and addresses only the OAS, with passages about Oklahoma to teach the standards. Passages cover topics from historical events and well-known Oklahomans to the state’s geographical landscape.

*It is with deep gratitude to Oklahoma teachers and in an earnest attempt to help Oklahoma students achieve success that this book is written.*

The authors, editors, and research staff of Alpha Plus Systems, Inc. have made every effort to locate and confirm ownership of all passages in all products. Acknowledgement and credit are given within the lesson.

Editor's Note: The following poem is from a former student of many years ago. While she is not a teacher, she experienced what educators went through then and continue to today. As a very perceptive student, Peggy knew she was important to her teacher. These words are the reward of long days and seemingly endless in-service meetings.

## **Let Me Remember**

Through the clutter of rules and regulations,  
which dictate my job by order of legislation.

Let me remember - - -  
what I am really here for.

Let me remember - - -  
the children come first,  
the children mean more.

Let me remember - - -  
as I look at their faces.  
A smile often hides  
the burden and its traces - - -  
Of abuse, of a broken home,  
of being ignored, or being alone.

Through the mass of shortages and budget cuts,  
that test my will to stay in a field I no longer trust.

Let me remember - - -  
I cannot fix everything.

Let me remember - - -  
the children come first,  
far above all and everything.

Let me remember - - -  
Help them soar, help them sing.  
Give them hope, give them wings.

Peggy Brooks Hayes

## Table of Contents

Suggested Order	Strand Number	Strand Description	Teacher Guide Page Number	Student Book Page Number
<b>1</b>	8.2.R.1	Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	1	1
<b>2</b>	8.2.R.2	Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	19	17
<b>3</b>	8.2.R.3	Students will generalize main ideas with supporting details in a text.	34	31
<b>4</b>	8.3.R.1	Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	50	47
<b>5</b>	8.3.R.2	Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.	63	61
<b>6</b>	8.3.R.3	Students will analyze how authors use key literary elements to contribute to the meaning of a text: setting, plot, characters (protagonist and antagonist), characterization, theme, conflict (internal and external).	81	79
<b>7</b>	8.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony.	103	101
<b>8</b>	8.3.R.5	Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	123	121
<b>9</b>	8.3.R.6	Students will analyze the structure of texts (e.g. compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence.	142	139
<b>10</b>	8.3.R.7	Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.	161	157

## Table of Contents

Suggested Order	Strand Number	Strand Description	Teacher Guide Page Number	Student Book Page Number
11	8.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	181	177
12	8.4.R.2	Students will use word parts (e.g. affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	201	197
13	8.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	218	213
14	8.4.R.4	Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	233	227
15	8.4.R.5	Students will use a dictionary, glossary, or a thesaurus ( <i>print and/or electronic</i> ) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	254	245
16	8.5.R.1	Students will recognize the use of verbals ( <i>e.g., gerunds, participles, infinitives</i> ) and clauses.	272	261
17	8.5.R.2	Students will recognize the use of active and passive voice.	292	279
18	8.5.R.3	Students will recognize and correct inappropriate shifts in verb tense.	310	295
19	8.5.R.4	Students will recognize the subject and verb agreement, and correct as necessary.	327	311
20	8.6.R.1	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	347	331
21	8.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources ( <i>e.g. print and digital</i> ).	364	347
22	8.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	385	367

## Teacher’s Guide

**8.3.R.6 Students will analyze the structure of texts (e.g. compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence.**

### Vocabulary

text structure, complex inferences

**Review lesson in student book to prepare for Guided Practice.**

### Answer Key:

Original sentences following the given text structures – Responses will vary; Sample responses:

Paragraph 1: Comparison/Contrast

Signal words and phrases: in contrast, another difference, like, same

Paragraph 2: Problem/Solution

Signal words and phrases: conclusion, solutions, to address the problem of...

Paragraph 3: Cause/Effect

Signal words and phrases: consequently, the cause of..., as a result

Paragraph 4: Claim/Evidence

Students who eat a good breakfast focus longer and have a better memory; students who eat breakfast perform better on tests; students who eat breakfast are less likely to be tardy or absent.

Signal words and phrases: another fact to support this claim

### Guided Practice

1. B
2. A
3. A
4. C
5. C
6. D
7. A
8. Sample response: Without textual support, a complex inference is simply a reader’s opinion and is not likely to be considered valid.
9. Both problem/solution and cause/effect are correct responses. Without the laws, the problem of the declining bird population would not be corrected. Because of the declining bird population, laws were created to prevent them from declining more.
10. Comparison/Contrast: The unique tail is contrasted with the ordinary colors on the bird.

**Essential Question 1:** Sample response:

A reader looks for signal clues to help determine the type of text structure. The main idea also helps the reader identify text structure and author’s purpose.

## Teacher’s Guide 8.3.R.6

### Answer Key (continued)

#### Independent Practice

1. D
2. D
3. C
4. A
5. A
6. B
7. B
8. Compared to, on the other hand, less
9. Sample response: When a reader understands what text structure is being used, it is easier to understand the main idea and supporting details. For example, if a compare/contrast text structure is used, the reader knows to look for two or more items that are being compared/contrasted, and can identify details that support the similarities or differences.
10. Sample response: The scissor-tail fly catcher addresses the problem of too many unwanted insects by consuming many of them.

#### Essential Question 2: Sample response:

A reader uses information from the text. By using quotes from the text, the textual evidence makes the complex inference believable.

#### Continuous Practice

- |   |         |
|---|---------|
| 1. A  | 8.6.R.1 |
| 2. D  | 8.4.R.1 |
| 3. C  | 8.3.R.4 |
| 4. B  | 8.2.R.2 |
| 5. C  | 8.4.R.1 |
| 6. Sample response: Mary said, “My parents won’t let me stay after school for the meeting.”   | 8.5.W.1 |
| 7. Sample response: The meeting was held after school, but Marcy’s parents did not let her attend.  | 8.5.W.2 |
| 8. Sample response: The subject of the sentence, scissor-tailed fly catcher, is singular; however, the verb used is plural. Error in subject/verb agreement | 8.5.R.4 |
| 9. Sample response: the problem is, the question, a possible solution, to address the problem, to solve this, one answer is                                 | 8.3.R.6 |
| 10. Sample response: Because of my flat tire, I was late for work.  | 8.3.R.6 |

## Teacher's Guide 8.3.R.6

Answer Key (continued)

### Lesson Extension

Review vocabulary and the lesson. Select at least one example of each of the following text structures: compare/contrast, problem/solution, cause/effect, and claims/evidence.

Display and discuss the essential question. Read one of the texts together as a class. Have students write a one-paragraph summary of the text, using the signal words listed in the lesson that correspond to the appropriate text structure. Assign students to complete the remaining texts either individually or in small groups.

See the Oklahoma State Department of Education's ELA Curriculum Framework at <http://elaokframework.pbworks.com/> for links to additional resources (e.g., lessons, activities, videos, games, etc.) relative to this objective that help align instruction to the Oklahoma Academic Standards.

### Writing Extension

**8.3.W.4** Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.

Suggestion: After teaching the writing objectives, teachers can use graphics in this lesson to provide a writing prompt for students.

**8.3.R.6 Students will analyze the structure of texts (e.g. compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence.**

## Vocabulary

<b>complex inferences</b>	logical conclusion about information in two or more text
<b>text structure</b>	organization of text information

## Real-World Connections

Suddenly everything begins to shake. Pictures rattle on the walls. A deep rumble is heard and felt from under the floor. The furniture is dancing. This could be an earthquake.

In writing about earthquakes in Oklahoma, authors approach the topic in several different ways. Examples of many common approaches include the following:

- Comparison/contrast: The number of earthquakes Oklahoma is experiencing now can be compared to the number of earthquakes experienced in years past.
- Problem/solution: The damage caused by the increasing number of earthquakes and what can be done to fix the problem.
- Cause/effect: What is different in Oklahoma now that many believe results in the increasing number of earthquakes?
- Claims/evidence: A statement about what is causing the earthquakes, supported by scientific studies and other evidence to prove or disprove that statement.

The way information in a text is organized is known as the **text structure**. Often a writer will use more than one text structure; in fact, text structure can change many times in a work, and even within the same paragraph. Readers who learn the significance of text structure become better readers and writers because understanding the author's text structure sends signals to the brain on how to read the text in a certain way. Recognizing the text structure helps the reader in making **complex inferences** about the information found within more than one text or from multiple experiences.

This lesson examines four text structures and shows how the different text structures help the reader draw logical conclusions.

**Lesson (8.3.R.6)**

Name: \_\_\_\_\_

*Read the following.*

<b>Text Structure</b>	<b>Signal Words</b>	<b>In a Sentence</b>
<u>Compare/Contrast</u> – shows how two or more things are alike and/or how they are different	different than, similar to, however, in contrast, while, unlike, like, on the other hand	Unlike most other types of woodpeckers, the red-headed woodpecker hunts for insects while flying.
<u>Problem/Solution</u> – tells about a problem and gives one or more solutions	the problem is, the question, a possible solution, to address the problem, to solve this, one answer is	To address the problem of cheating on tests, the school is requiring that all tests be taken under the supervision of monitors.
<u>Cause/Effect</u> – cause is why something happened; effect is what happened (sometimes the effect comes first)	because, consequently, as a result, leads to, since, this led to, reason why, so, after	As a result of the freezing drizzle, the number of car accidents increased dramatically.
<u>Claims/Evidence</u> – a statement of the truth of something and then giving evidence to support it	facts, examples, proven, research (Note: look for evidence that can be proven, not just feelings)	Eating breakfast is an important part of being successful in school for the reasons listed below.

*Write an original sentence using each of the following text structures:*

**Compare/Contrast:**

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**Problem/Solution:**

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**Cause/Effect:**

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Claims/Evidence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Read the following.

### Paragraph 1, Woodpeckers

Of the sixteen types of woodpecker in North America, many people believe the red-headed woodpecker is the most beautiful. It is smaller than most woodpeckers, at only seven to ten inches in length. Its head and neck are a brilliant red. It has a pure white lower chest and stomach. The wings and back are black, with a white patch on the back. Most woodpeckers are well-known for their loud and incessant pecking on wood in order to find insects to eat. In contrast, the red-headed woodpecker hunts for insects while flying. Another difference is they are one of only four species of woodpecker that stores food. It hides food in crevices in the bark of trees, in fence posts, and even under shingles in roofs. While they do not drill for food like most other woodpeckers, they do communicate by the same method: drumming on dry twigs or hollowed trees.



Re-read the paragraph and highlight the signal words and phrases that help identify this text structure as \_\_\_\_\_.

### Paragraph 2, School Monitors

School tests give students the opportunity to show what they know and how much they have learned. Tests also give teachers information on which students are ready to advance and which students need additional help. However, this is only true if the tests are taken honestly. Marshall Middle School came to the unfortunate conclusion that cheating was common during testing time. Several different solutions were considered to address the problem, but one was determined to be the best possible answer. To address the problem of cheating on tests, the school now requires that all tests be taken under the supervision of monitors. Volunteers will be trained on how to monitor without disrupting students. It is the school’s hope that monitors will help return Marshall Middle School testing to the level of integrity and honesty that is expected of the students.

Re-read the paragraph and highlight the signal words and phrases that help identify this text structure as \_\_\_\_\_.

Read the following.

### Paragraph 3, Freezing Drizzle

Where I live, most people are very safe drivers. Cars move steadily and safely in our neighborhoods, streets, and highways. It's unusual to see so much as a fender bender. Last week, however, was a completely different story. Police officers and highway patrolmen couldn't keep up with all the calls. Consequently, the city had to implement "Operation Slick Streets." That means officers could only respond to accidents with injuries. The cause of this chaos was a change in weather. In less than 24 hours, we went from near tropical weather to freezing drizzle. As a result of the freezing drizzle, the number of car accidents increased dramatically.

Re-read the paragraph and highlight the signal words and phrases that help identify this text structure as \_\_\_\_\_.

### Paragraph 4, Breakfast

Many students say they do not have time to eat breakfast in the morning. What they do not understand, however, is that missing breakfast can prevent them from doing well in school. Eating breakfast every morning before school is one of the most important things a student can do to be successful. Studies show that students who eat a good breakfast can focus longer and have a better memory during classes. Additionally, students who eat breakfast usually perform better on tests. Another fact to support this claim on the importance of eating breakfast is that students who eat breakfast regularly are less likely to be tardy or absent.



Re-read the paragraph and highlight the key words and phrases that help identify this text structure as \_\_\_\_\_.

**Lesson (8.3.R.6)**

Name: \_\_\_\_\_

An inference is a logical conclusion about something seen, heard, or experienced, but not directly stated. Complex inferences can be made from information found in two or more outside sources or experiences. For example, one source blames Oklahoma's increase of earthquakes on oil wells disposal of wastewater. Another source says some tremors revealed a fault line previously unknown to scientist. A third source states policy makers and legislators know that approximately one-quarter of jobs in Oklahoma are related to the energy industry. Though not stated directly, the complex inference on finding answers on how to slow the increasing number of earthquakes in Oklahoma and what is causing them will have an impact on the economy and geological sector in Oklahoma.

Sometimes complex inferences can be made from personal experiences. If a person begins to sneeze every time the dog comes in the house including after the dog is bathed, the two experiences allow an inference to be made. The sneezer is allergic to this dog.

An inference is like reading between the lines. The conclusion drawn or inference made can be based on personal experiences and background, or from two or more written sources. This is called textual evidence.

Read the following.

### “The Scissor-tailed Fly Catcher” Part I

- 1 It can be seen in an open prairie. It may be seen perched on fences and telephone lines. It may be seen soaring in the air with its bifurcated tail opening and closing like a pair of scissors. More likely it can be seen on an Oklahoma license plate. It is Oklahoma’s state bird: the scissor-tailed flycatcher.
- 2 Scissor-tailed flycatchers are easy to identify because of their tail. It can be nine to twelve inches long, sometimes twice the length its body. If the length of the tail does not make it easy enough to recognize, the black and white tail has a split about six inches deep. When the bird is flying, its remarkable tail opens and closes, resembling a pair of scissors. The “scissors” fold or close when the bird is perched. In contrast to the uniqueness of its tail, the color of the bird seems somewhat non-descript. The neck and back are pearl gray. The tails are sooty black, and the breasts are white. The only color on the bird is a small splash of red at the shoulders and a dusting of pink under the wings where they connect to the body.
- 3 Ironically, the scissor-tailed flycatchers’ most outstanding feature almost brought about their extinction. During the Great Depression and the Oklahoma Dustbowl, many people lost their jobs and farms; however, they learned they could make money by poaching the birds and selling the tails. A European hat market created a great demand for the tails. Consequently, poachers sold the tails by the thousands for the profit of two cents apiece. The sales led to a dangerously low remnant of birds. Without the intervention of conservation efforts and strict laws, the scissortail was facing extinction.



*Answer the following questions.*

1. A comparison and contrast was made in paragraph 2 about
  - A the scissor-tailed flycatcher’s tail and neck.
  - B the scissor-tailed flycatcher’s tail and scissors.
  - C the scissor-tailed flycatcher’s tail and shoulders.
  - D the scissor-tailed flycatcher’s tail and wing length.
  
2. In paragraph 3, what problem led to “the solution of conservation efforts and strict laws”?
  - A Hat makers in Europe were wanting feathers from the scissor-tailed fly catcher for their hats.
  - B Poachers received a low price for the feathers from the scissor-tailed fly catcher.
  - C It was the near extinction of the scissor-tailed fly catcher.
  - D It was the over-abundance of the scissor-tailed fly catcher.

3. Read the following.

Scissor-tailed flycatchers are easy to identify because of their tails.

All of the following sentences support the claim above except

- A “The tails are sooty black, and the breasts are white.”
- B “When the bird is flying, its remarkable tail opens and closes, resembling a pair of scissors.”
- C “The ‘scissors’ fold or close when the bird is perched.”
- D “If the length of the tail does not make it easy enough to recognize, the black and white tail has a fork that splits it about six inches deep.”

4. Read the following.

Consequently, poachers sold the tails by the thousands for the profit of two cents apiece.

What text structure is used in the above sentence from paragraph 3?

- A comparison and contrast
- B problem solving
- C claim and evidence
- D cause and effect

*Answer the following questions.*

5. Which of the following words or phrases from paragraph 3 helps the reader identify a cause/effect text structure?

- A ironically
- B during the Great Depression
- C consequently
- D without

6. Which sentence below is the best example of a cause/effect structure?

- A “It is Oklahoma’s state bird: the scissor-tailed fly catcher.”
- B “As if the length of the tail does not make it easy enough to recognize, the black and white tail has a fork that splits it about six inches deep.”
- C “The only color in the bird is a small splash of red at the shoulders, and a dusting of pink under the wings where they connect to the body.”
- D “The European hat market created a great demand for the tails.”

7. Select the most logical inference from “The Scissor-tailed Fly Catcher, Part I.”

- A The scissor-tailed fly catcher is important to the state of Oklahoma.
- B The scissor-tailed fly catcher is important to the women of Europe.
- C The scissor-tailed fly catcher can be found only in Oklahoma.
- D The scissor-tailed fly catcher supports Oklahoma’s economy.

8. Why is providing textual support important when a reader makes a complex inference?

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**Guided Practice (8.3.R.6)**

Name: \_\_\_\_\_

*Answer the following questions.*

9. Which text structure is used to explain the laws created to protect scissor-tailed fly catchers?

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10. What text structure is used in paragraph 2? Explain your answer.

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**Essential Question 1:** *How does a reader determine the type of text structure used in a text?*



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Read the passage. Then answer the questions that follow.

### “The Scissor-tailed Fly Catcher” Part II

- 1 The choice of the scissor-tail flycatcher for the Oklahoma state bird is the best choice for several reasons. The bird is common on the southern Great Plains in the summer. Oklahoma is the center of its nesting range. The scissor-tail flycatcher makes a greater contribution to the state in the number of unwanted insects it consumes. It eats almost entirely non-useful and harmful insects such as grasshoppers, crickets, wasps, moths, flies, and beetles. Usually the prey is spied while the bird is perching then caught and eaten in mid-flight. If the insect is large, the bird will return and beat it on its perch before eating it. Eating unwanted insects serves as a natural check on insect populations and makes the bird valuable to the state of Oklahoma. Additionally, in their wintering grounds, they eat berries and other fruits. As a result, the scissor-tailed flycatchers probably play a role in spreading the seeds they swallow.
- 2 On May 26, 1951, the scissor-tailed flycatcher became Oklahoma’s state bird. It was signed into law under House Joint Resolution Number 21. The Audubon Society, garden clubs, and other wildlife supporters were its advocate.
- 3 The only other bird considered for the title was the bobwhite quail. In contrast to the scissor-tail flycatcher, the bobwhite’s territory is not centered in Oklahoma. In fact, it is more often seen in Texas. The scissor-tail flycatcher’s graceful flights are different from the bob white. It can only fly a short distance. It is considered a ground bird.
- 4 Compared to the scissor-tail flycatcher, the bobwhite has a far less interesting method for attracting females during mating season. The male bobwhite simply uses its “bob-white” calls. The male scissor-tail flycatchers, on the other hand, perform a spectacular aerial courtship display. This is known as the scissor-tail flycatcher “sky dance.” The bird rises and descends sharply in flight, with its long tail streamers opening and closing. During his zig-zag course, the male bird delivers an unmistakable cackling call. The flycatcher may even perform backward somersaults in the air. The legislators seem to have made a superior choice for Oklahoma’s state bird.

*Inspired by the Oklahoma state bird, the Skydance Bridge over Interstate 40 in Oklahoma City is a 197-foot-tall sculpture that opened in April 2012. Photograph Oct. 11, 2017, by Paul Brady Photography/ Shutterstock.*



Answer the following questions.

1. What is the overall text structure used in “The Scissor-tailed Fly Catcher, Part II”?
  - A compare/contrast
  - B problem/solution
  - C cause/effect
  - D claims/evidence
2. What evidence does the text provide to support the value of the scissor-tailed fly catcher?
  - A “Oklahoma is the center of the nesting range.”
  - B “The graceful flights are different...”
  - C “The male scissor-tail flycatchers, on the other hand, perform a spectacular aerial courtship.”
  - D “Eating unwanted insects serves as a natural check on insect population and makes the bird valuable to the state of Oklahoma.”

3. Read the sentence from “The Scissor-tailed Fly Catcher” Part II.

The choice of the scissor-tail flycatcher for the Oklahoma state bird is the best choice for several reasons.

All of the sentences support the claim above except

- A “Oklahoma is the center of the nesting range.”
  - B “The scissor-tailed flycatcher makes a great contribution to the state in the number of unwanted insects it consumes.”
  - C “The flycatcher may even perform backward somersaults.”
  - D “The male scissor-tail flycatchers, on the other hand, perform a spectacular aerial courtship display.”
4. Which of the following complex inferences can be made from “The Scissor-tailed Fly Catcher” Parts I and II?
    - A The scissor-tailed fly catcher symbolizes Oklahoma’s endurance and value.
    - B Of all the other states’ birds, the scissor-tail fly catcher is most unique.
    - C Animal rights activists supported the scissor-tailed fly catcher for the state bird.
    - D The scissor-tailed fly catcher’s colors and usefulness make it unique.

*Answer the following questions.*

5. Which of the following words or phrases from paragraph 3 best help the reader to identify a comparison/contrast text structure?
  - A in contrast
  - B in fact
  - C only other
  - D also
  
6. Which sentence below is the best example of a comparison/contrast text structure?
  - A “The choice of the scissor-tail flycatcher for the Oklahoma state bird is by far the best choice for several reasons.”
  - B “The male scissor-tail flycatchers, on the other hand, perform a spectacular aerial courtship display.”
  - C “The only other bird considered for the title was the bobwhite quail.”
  - D “As a result, they probably play a role in spreading the seeds they swallow.”
  
7. What evidence is least valuable in supporting the claim the scissor-tailed flycatcher should be Oklahoma’s state bird?
  - A “It eats almost entirely non-useful and harmful insects such as grasshoppers, crickets, wasps, moths, flies and beetles.”
  - B “If the insect is large, the bird will return and beat it on its perch before eating it.”
  - C “They all agreed it should become the state bird.”
  - D “The male scissor-tail flycatchers, on the other hand, perform a spectacular aerial courtship display.”
  
8. The text compares the scissor-tailed flycatcher to the bobwhite. What signal words or phrases are used to help identify the text structure?

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**Independent Practice (8.3.R.6)**

Name: \_\_\_\_\_

*Answer the following question.*

9. How does understanding the type of text structure used help a reader to determine the meaning of the text?

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10. Read the following.

Also, the scissor-tail flycatcher makes a greater contribution to the state in the number of unwanted insects consumed.

Rewrite the sentence above using a problem/solution structure.

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**Essential Question 2:** *How does a reader use textual evidence to support an inference?*



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Answer the following questions.

1. Which of the following resources would be the most relevant in learning more about the scissor-tail flycatcher?
  - A book: *Facts About the Scissortail Flycatcher*
  - B book: *The Encyclopedia of Oklahoma History and Culture*
  - C website: state symbols of the USA
  - D brochure: *Birds of Oklahoma*
  
2. If the text had included more facts and details supporting why the bobwhite should have been the state bird, the text could have been considered a
  - A dramatization.
  - B story.
  - C poem.
  - D debate.
  
3. The fact that the scissor-tail flycatcher's most unique characteristic is what almost brought about the species' extinction could be considered
  - A onomatopoeia.
  - B symbolism.
  - C irony.
  - D personification.
  
4. The reader knows the two passages about the scissor-tail flycatcher are nonfiction because
  - A They are about a bird.
  - B They contain facts and examples that can be verified.
  - C They contain dialogue and characterization.
  - D They are written on the same subject.

Answer the following questions.

5. Read the following.

It may be seen soaring in the air, with its bifurcated tail opening and closing like a pair of scissors.

Using context clues and knowledge of word parts in “The Scissor-tailed Flycatcher, Part I, the reader can determine that bifurcated means

- A multiplied by two.
- B flexible.
- C divided into two.
- D winged.

6. Read the following.

Marcy said that her parents wouldn’t let her stay after school for the meeting.

Rewrite the sentence above so that it contains quotation marks.

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7. Read the following.

The meeting was held after school. Marcy’s parents did not let her attend.

Combine the two simple sentences above into a compound sentence.

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**Continuous Practice (8.3.R.6)**

Name: \_\_\_\_\_

*Answer the following questions.*

8. Read the following.

Chosen above all the other birds in Oklahoma, the scissor-tailed fly catcher were chosen.

Explain what is incorrect about the sentence above.

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9. List some signal words or phrases which could be used in a problem/solution text structure.

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10. Write a sentence using the cause/effect text structure.

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# 8<sup>TH</sup> GRADE

# COMPREHENSIVE ASSESSMENT

Read the selection. Then answer the following questions.

### The Shopping Cart

- 1 When you go shopping and expect to buy a lot of items at the same store, you will most likely grab a shopping cart from the entrance before heading down the aisles. We use shopping carts at grocery stores, variety stores, clothing stores, and even some convenience stores. As long as it appears clean, we usually grab the first cart we see. Unless the wheels are noisy or roll in different directions, we don't usually give much thought to this modern convenience. We certainly notice when there are no carts, and most of us cannot imagine buying groceries without one.
  
- 2 It is difficult to imagine going through a department or warehouse super store without a shopping cart to help carry our purchases to the checkout stand. These convenient basket on wheels did not appear out of nowhere; they have a beginning. Therefore, the next logical questions are: Who decided to make shopping easier by designing this invention? Would you be surprised to know the first shopping cart was invented in Oklahoma?
  
- 3 Back when your great-grandparents were children, everyone shopped for groceries in a grocery store. The store was exactly the same as its name implied, a store that sold groceries. Shoppers would go to several different stores to get the things they needed, such as a drug store for medicinal items, a butcher shop for meat, a florist for flowers, a book store for magazines. Originally, shoppers brought their own baskets to the stores. The early mercantile, or general store, didn't provide paper or plastic bags for carrying purchases. Patrons carried their purchases home in woven baskets they had brought with them from home. Then some stores began bagging purchases, and the store provided woven or wire baskets to carry through the store while shopping. However, the baskets held only a few items, and it didn't take very many canned goods to weigh down a hand-carried basket.
  
- 4 In the 1930s, Sylvan Goldman owned the Piggly Wiggly grocery stores in Oklahoma City. He realized his customers could buy more things if they could carry more things in the shopping basket he provided. Some customers made several trips to the checkout counter to stack their items while they shopped. Employees would have to keep the piles of purchases separate while the customers finished shopping. Goldman knew a bigger basket was not the solution; even small baskets soon became too heavy. Some customers resorted to filling the baskets and scooting them on the floor.

- 5 As he watched his customers shop, he realized a scooting basket would move more easily if it had wheels, and if the customers could move the baskets with their hands instead of their feet, it would be even better. Goldman's idea began to take shape with a stack of folding chairs leaned against the wall. He put a basket on the seat of a folding chair and visualized wheels on the legs of the chair while the back of the chair was the right height to serve as the handle for the cart.
- 6 Based on this primitive beginning, Goldman and Fred Young, a local mechanic, designed the first shopping cart, very similar to the carts we use today. Together they formed the Folding Carrier Company in 1937. As practical as it was, it took a while for this new invention to catch on. Mr. Goldman had to hire fake shoppers to push the carts around his stores. He also hired a friendly face to encourage each shopper to take a cart as they entered the store. When shoppers saw how easy it was to use them plus the time it saved by only having to make one trip to the checkout counter, they were sold on the idea. The shopping cart became a staple in Goldman's Piggly Wiggly, and soon made its appearance across the United States.
- 7 One year later, Goldman made a significant modification to the shopping cart for two reasons. Mothers, now enjoying the hands-free shopping the baskets provided, also put their children in the basket. Goldman saw children taking up the space he had intended for groceries. He also saw how easily children sitting or standing could tip the cart over. He addressed both concerns by putting a toddler seat up front and efficiently making room for a child and for groceries. Today, there are wheelchair shopping cars, motorized shopping carts, and miniature carts for children. Shopping carts come in all shapes, sizes, and colors, but all of them got their start in 1936 at the Piggly Wiggly in Oklahoma City, Oklahoma.

1. In words like visualized and vision what does the Latin base word vis mean?

- A to make
- B to stare
- C to see
- D to know

2. How does the author organize the information in this passage?

- A cause and effect
- B problem and solution
- C compare and contrast
- D generalization

3. What title would be most appropriate for this selection?

- A “Meals on Wheels”
- B “Young and Goldman Strike it Rich”
- C “Shopping Made Easy”
- D “Success in the Aisle”

4. Based on the context clues, which best represents the way general is used in paragraph 3?

- A a store selling a variety of items
- B commander in the U.S. army
- C bringing your own bags to carry home
- D a store for just grocery items alone

**5. Which sentence is the best summary of paragraph 4?**

- A In the 1930s shoppers would have to go to multiple stores to get all the items they needed.
- B Goldman and Young designed the shopping cart.
- C Goldman modified the shopping cart to make it easier for people shopping with small children.
- D Goldman saw his customers struggling with the baskets that the store provided.

**6. If you were reading your Oklahoma history textbook, where would you look to learn more about the term Piggly Wiggly?**

- A chapter headings
- B index
- C dictionary
- D glossary

(8.4.R.2)	1. C	(8.2.R.2)	26. D
(8.3.R.6)	2. B	(8.5.R.3)	27. D
(8.2.R.3)	3. C	(8.2.R.3)	28. C
(8.4.R.3)	4. A	(8.2.R.1)	29. D
(8.2.R.1)	5. D	(8.4.R.1)	30. A
(8.4.R.5)	6. B	(8.3.R.4)	31. B
(8.4.R.3)	7. A	(8.2.R.2)	32. D
(8.3.R.3)	8. B	(8.2.R.3)	33. D
(8.2.R.2)	9. B	(8.5.R.3)	34. A
(8.3.R.2)	10. B	(8.3.R.4)	35. C
(8.5.R.2)	11. A	(8.2.R.1)	36. D
(8.3.R.5)	12. A	(8.3.R.2)	37. C
(8.2.R.1)	13. B	(8.3.R.6)	38. D
(8.6.R.1)	14. A	(8.3.R.3)	39. C
(8.4.R.4)	15. D	(8.3.R.4)	40. C
(8.2.R.1)	16. C	(8.6.R.3)	41. D
(8.5.R.3)	17. C	(8.2.R.3)	42. B
(8.3.R.2)	18. C	(8.6.R.2)	43. B
(8.4.R.2)	19. B	(8.6.R.3)	44. B
(8.5.R.1)	20. A	(8.3.R.7)	45. A
(8.5.R.2)	21. A	(8.3.R.7)	46. A
(8.3.R.4)	22. B	(8.6.R.2)	47. C
(8.2.R.1)	23. B	(8.6.R.3)	48. A
(8.5.R.1)	24. C	(8.6.R.1)	49. C
(8.4.R.4)	25. B	(8.3.R.1)	50. D

## Glossary - Grade 8 OAS English Language Arts Vocabulary

**academic vocabulary** – words connected to content-knowledge, concepts, and processes in a discipline or branch of learning (8.4.R.1)

**active voice** – subject is doing the action in a sentence (8.5.R.2)

**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 (8.4.R.2)

**agreement** – when the subject and verb are both singular or are both plural (8.5.R.4)

**allusion** – reference in writing to a well-known character, place, or situation from another work of literature, music, art, or history (8.4.R.1)

**argument** – position on a topic that has been investigated and defended (8.3.W.3, 8.3.W.4)

**author’s purpose** – reason or why it was written (8.3.R.1)

**autobiography** – true account of someone’s life written by that person (8.2.R.2)

**bias** – showing inclination or prejudice for or against a particular person, group or idea, especially in a way that is considered to be unfair

**biography** – true account of someone’s life written by someone else (8.2.R.2)

**cause/effect** – cause is why something happened; effect is what happened (8.3.R.6)

**characters** – people, animals, or creatures in a literary plot (8.3.R.3)

**characterization** – way in which an author conveys information about the characters (8.3.R.3)

**claims and evidence** – statement of the truth of something and giving evidence to support it (8.3.R.6)

**clause** – group of words with a subject and a predicate used as part of a sentence (8.5.R.1)

**coherence** – arrangement of writing that lets readers easily see how ideas are related (8.2.W.4)

**compare/contrast** – similarities and differences between two or more things (8.3.R.6)

**complex inference** – logical conclusion about information in two or more texts (8.3.R.6)

**conflict** – struggle between two opposing characters, forces, or emotions (8.3.R.1)

**connotation** – associations or impression a word gives (8.4.R.4)

**context clue** – information in a text that helps readers identify a word or word groups (8.4.R.3)

**counter argument** – argument made to rebut a previous argument; rebuttal

**debate** – discussion in which reasons are advanced for and against some proposition or proposal: to discuss a topic from two opposing sides

**denotation** – literal, precise meaning of a word (8.4.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 (8.5.R.1)

**derivation** – formation of a word from another word or base

**dictionary** – reference source in print or electronic form alphabetically arranged with meanings, syllabication, pronunciation, and parts of speech (8.4.R.5)

## Glossary - Grade 8 OAS English Language Arts Vocabulary

**domain-appropriate** – words specific to a content area (e.g., mathematics, science, social studies, language) as used in textbooks and other academic contexts (8.4.R.1)

**drama** – a story written to be performed and conveyed primarily through dialogue (8.2.R.1)

**elaboration** – support or development of a main idea with facts, statistics, sensory details, incidents, anecdotes, examples, or quotes

**ethical and legal guidelines** – rules of documentation to credit original sources of information (8.6.R.2)

**fable** – a short story, usually has talking animals that contains a moral (8.2.R.2)

**fairy tale** – children’s story about a magical place that usually has a happy ending (8.2.R.2)

**generalize** – make broad or general statements by inferring from text details (8.2.R.3)

**genre** – category used to classify literary and other works, usually by form, technique, or content (8.2.R.2)

**gerund** – verbal ending in *-ing* and functions as a noun (8.5.R.1)

**glossary** – alphabetical list of technical and unusual words or terms used in a book (8.4.R.5)

**homonym** – word that has the same spelling as another word, but different meanings and origins

**hyperbole** – obvious exaggeration (8.3.R.4)

**imagery** – multiple words or phrases an author uses to represent someone or something descriptively by appealing to the senses (8.3.R.4)

**independent clause** – group of words that has a subject and a predicate, expresses a complete thought, and can stand alone as a sentence (8.5.R.1)

**infer** – reasonable guess about something that is not directly stated in the text (8.4.R.1)

**inference** – logical conclusion drawn from information not explicitly stated (8.3.R.7)

**infinitive** – verbal usually preceded by the word *to* and functioning as a noun, an adjective, or an adverb (8.5.R.1)

**informational text** – text that contains facts and details (8.2.R.2)

**irony** – words an author uses to express attitude or action that is the opposite of what is expected (8.3.R.4)

**legend** – story about a person, place or event usually with elements of truth that are exaggerated (8.2.R.2)

**literary analysis** – thorough study of one literary element in a text (8.3.R.7)

**literary devices** – techniques writers use to add meaning or to create vivid mental pictures for the reader (8.3.R.4)

**literary elements** – basic elements, or parts, of a literary text (8.3.R.3)

**main idea** – central thought or idea of a reading passage (8.2.R.1)

**metaphor** – comparison of two things without using the words “like” or “as ” (8.3.R.4)

## **Glossary - Grade 8 OAS English Language Arts Vocabulary**

**Modern Language Association (MLA)** – a style guide for writing, provides details about how to credit sources used in writing a paper (8.6.R.2)

**multiple-meaning word** – word that has several unrelated definition (8.4.R.3)

**myth** – a story from an ancient culture to explain a belief or natural phenomenon (8.4.R.2)

**nonfiction** – text of true facts on any topic (8.2.R.2)

**number** – singular or plural (8.5.R.4)

**onomatopoeia** – words that focus solely on the sense of hearing; the use of words that mimic the sound they describe (8.3.R.4)

**parenthetical citation** – notation in parenthesis in a text providing information about the original source

**paraphrase** – put something into one’s own words clarifying the statement using simpler words (8.2.R.1)

**parallel structure** – repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea

**participle** – verbal that functions as an adjective or a noun (8.5.R.1)

**passive voice** – subject is receiving the action in a sentence (8.5.R.2)

**personification** – figure of speech in which human qualities are given to animals, ideas, or things (8.3.R.4)

**perspective** – narrator’s interpretation of what happens in a story (8.3.R.2)

**persuasive writing techniques** – techniques used to convince an audience or to prove or refute a point of view on an issue

**plagiarism** – the use of someone else’s ideas without giving that person credit

**plot** – sequence of events or actions in literary works (8.3.R.3)

**poetry** – patterned form of writing that usually contains rhyme and rhythm (8.2.R.2)

**point of view** – the story as seen through the eyes of the narrator (8.3.R.2)

**primary source** – first-hand account of an event or occurrence (8.6.R.2)

**problem/solution** – tells about a problem and gives one or more solutions (8.3.R.6)

**relevance** – connected to a topic; important or significant to a topic (8.6.R.3)

**reliability** – accepted as true and trustworthy credibility (8.6.R.3)

**research question** – designed to focus locating information and studies that will support a research topic (8.6.R.1)

**root** – basic Greek or Latin letters without English meaning usually needing an affix to make a work meaning (8.4.R.2)

**secondary source** – information about a past event or occurrence repeated by someone not directly involved in the happening (8.6.R.2)

**setting** – time and place of events (8.3.R.3)

## **Glossary - Grade 8 OAS English Language Arts Vocabulary**

**short story** – story much shorter than a novel but still contains the literary elements (8.2.R.2)

**simile** – comparison of two things that are unlike, using the words “like” or “as ” (8.3.R.4)

**stem** – basic Greek or Latin letters without meaning; needing inflectional affix(es) (8.4.R.2)

**subject** – who, whom or what is directly related to the verb (8.5.R.4)

**substantiated** – supports a claim with proof or evidence in the text (8.3.R.5)

**summarize** – reduce a large selection of text to the key ideas (8.2.R.1)

**supporting detail** – evidence to back up the main idea (8.2.R.1)

**syllabication** – breaking words into parts with one vowel

**symbolism** – use of one thing to suggest or represent something else (8.3.R.4)

**synonym** – word or word phrase meaning very close to the same meaning as another word or word phrase

**synthesize** – combine new information with prior knowledge to convey a new idea or insight to a topic

**tense shift** – verb expressing a particular time followed by a verb expressing a different time (8.5.R.3)

**textual evidence** – words, phrases, or sentences from a text that support the author’s ideas or claims (8.3.R.1)

**text structure** – organization of text information (8.3.R.6)

**theme** – central meaning or moral of a literary work (8.3.R.3)

**thematic links** – common ideas, actions, or purpose found in two or more texts (8.3.R.7)

**thesaurus** – reference source in print or electronic form that provides synonyms and antonym’s for entry words (8.4.R.5)

**thesis statement** – sentence or two that summarizes the central idea of informational text (8.6.R.1)

**tone** – words and details that express the overall feeling or attitude to the reader (8.3.R.4)

**unsubstantiated** – claim has no proof or evidence in the text (8.3.R.5)

**validity** – point at which something can be believed correct or true (8.6.R.3)

**verb** – word or words that express action or state of being (8.5.R.4)

**verbal** – verb form functioning in a sentence as a noun, an adjective, or an adverb (8.5.R.1)

**verb tense** – action or state of being word expressing when something happened (8.5.R.3)

**voice** – grammatical term used to describe the qualities of a verb (8.5.R.2)

**Works Cited page** – listing of all the sources cited in an essay