

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

Reading 8 by Sharon McSpadden

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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 provides 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 each student’s understanding of the objective. A critical component is the **Essential Question** (fourth grade and above), 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 gaining and maintaining understanding toward 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. This approach follows 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 are followed by objective number; academic vocabulary words included without specific objective numbers.

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 Specifications. 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

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Objective Number	Objective Description	Teacher Guide Page Number	Student Book Page Number
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
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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
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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
8.3.R.5	Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	123	121
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.	141	139
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8.4.R.4	Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	232	227
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.	253	245
8.5.R.1	Students will recognize the use of verbals (<i>e.g., gerunds, participles, infinitives</i>) and clauses.	271	261
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	Glossary		

Teacher's Guide

8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.

Vocabulary

summarize, paraphrase, main idea, supporting detail

Review lesson in student book to prepare for Guided Practice.

Answer Key:

Guided Practice

1. A
2. C
3. A
4. This exercise helps students examine their choices. Responses will vary. Sample responses:
 - I think A is best because it includes only the most important details.
 - D is similar to A, but does not include important details.
 - B is not a good choice; it includes details that are not necessary, for example the quote from the French observer.
 - C is not correct because it includes information not in the paragraph.
5. A
6. This exercise helps students if they have any misconceptions about their choices. Sample responses:
 - I think A is best because it uses the reader's words to include the original information.
 - B uses too many original words and phrases exactly from the text not using the reader's own words.
 - C is not correct because it includes information that is not in the paragraph.
 - D is not correct because it leaves out too much of the information in the paragraph.
7. It is important to determine the main idea and supporting details of a passage before writing a summary to be sure the summary's focus is on that information.
8. Sample response: During the Trail of Tears forced march, all Indians suffered from a shortage of horses, wagons, and inadequate supplies. The government did not provide enough to sustain them during their march of over one thousand miles.
9. Sample response: Many of the Indians on the Trail of Tears were grieved and hurt, although the journey was different for each of the nations. Most marches started when federal troops forced those who did not go willingly. There was not enough transportation or supplies on the 1,000-mile trip, which took several weeks. Traveling by water was not any better. Indians were not given what they needed to survive on this journey the government forced them to take.
10. Sample response: Supporting details are evidence that backs up the main idea.

Teacher's Guide 8.2.R.1

Answer Key (continued)

Essential Question: Sample response:

To write a summary, first read the information and identify the main idea. Second, find the supporting details which are necessary to the main idea. Write only the main idea and the most important supporting detail(s) for the summary.

To write a paraphrase, first read the information and identify the main idea. Second, think about repeating the information to someone. Put all important information in simpler words and language that is easy to understand. This becomes the paraphrase.

Independent Practice

1. B
2. A
3. By having students explain their logic behind answer choices, it is possible to clear misconceptions about what a summary is. Sample responses:
 - I think A is best because it included only the most important information.
 - B is not correct because it included only one detail, and even that was not critical to understanding the passage.
 - C is not correct because it does not include any information from the first five paragraphs.
 - D is not correct because it reads like a paraphrase of only one of the paragraphs.
3. Sample response: It did not take into account the passage as a whole.
4. D
5. By having students explain their logic behind their choices, it is possible to clear misconceptions about what a summary is. Sample responses:
 - I think D is the best because it has the same information as the original, but it is reworded for simplicity.
 - A is not correct because it is too much like the original. It did not look like the reader had actually tried to interpret the information.
 - B is not correct because it does not include any information from the first five paragraphs.
 - C is not correct because it includes information that is not in the original paragraph. Summaries and paraphrases should not contain any new information.
6. C
7. A

Teacher's Guide 8.2.R.1

Answer Key (continued)

Independent Practice

8. Sample responses:
- The physical description of Uncle Bill and Uncle Chris
 - Uncle Chris was from Denmark
 - Grat was captured and escaped
 - The express company outfitted Heck and Dodge with two horses and special saddlebags
 - Burrell Cox rode with them
9. Sample response: Summaries and paraphrases are meant to capture only the original author's thoughts. When the author's thoughts and opinions are included in a summary, the writing is considered an opinion paper, a synthesis, or some other type of text.
10. Sample response: A paraphrase can help most readers better understand and remember information when it is put into their own words. It forces them to look up unknown words and to simplify information for a clearer understanding.

Continuous Practice

- | | |
|-------|---------|
| 1. B | 8.3.R.3 |
| 2. C | 8.3.R.4 |
| 3. C | 8.3.R.5 |
| 4. C | 8.5.W.2 |
| 5. D | 8.5.W.1 |
| 6. C | 8.2.R.2 |
| 7. A | 8.3.R.4 |
| 8. A | 8.3.R.4 |
| 9. C | 8.6.R.3 |
| 10. C | 8.6.R.1 |

Teacher's Guide 8.2.R.1

Answer Key (continued)

Lesson Extension

Review vocabulary and the lesson. Select a fiction, non-fiction or poetry text for students to use in summarizing and paraphrasing selected passages.

Display and discuss the Essential Question in the lesson. Suggested texts:

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

8.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

8.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).

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

8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.

Vocabulary

main idea	central thought or idea of a reading passage
paraphrase	put something into one's own words clarifying a statement using simpler words
summarize	reduce a large selection of text to the key ideas
supporting detail	evidence to back up the main idea

Real-World Connections

It is likely that everyone knows a person who simply cannot tell a short story. Some people relate an event or retell a story with as many details as were in the original story. The listener might be tempted to say, "Just get to the point!" The narrators who leave nothing out of the story, but repeat the whole story in their own words, are **paraphrasing**. They are not making a story shorter or leaving out any details; they are putting the story in their own words.

In contrast, some people skip all the details and go straight to the central thought or **main idea**. They tell the most important parts of the story but leave out all the details; they **summarize** what is important. Consequently, their re-telling of a story will be much shorter. They are not including every detail or keeping the story as long as the original.

Summarizing and paraphrasing are important skills because they show that the writer understands the information. Additionally, summarizing and paraphrasing help both the writer and reader remember information. These important skills are needed for students when writing research papers and in many careers.

A summary may be enlarged if important facts help clarify the main idea or central thought. A student must first read the text and identify the main idea. Second, the student will locate **supporting details** to back up the main idea. All other details are left out of the text.

To paraphrase a text, a student must rewrite the text in his or her own words, including the main idea and all the details. A paraphrase will be about the same length as the original text.

It is important to note that neither a summary nor a paraphrase should ever include new information. The writer's job is to condense the most important information in a text or to put the text into simpler words. No new ideas or new information should be added.

Read the following paragraph. Then notice how a summary and a paraphrase are developed.

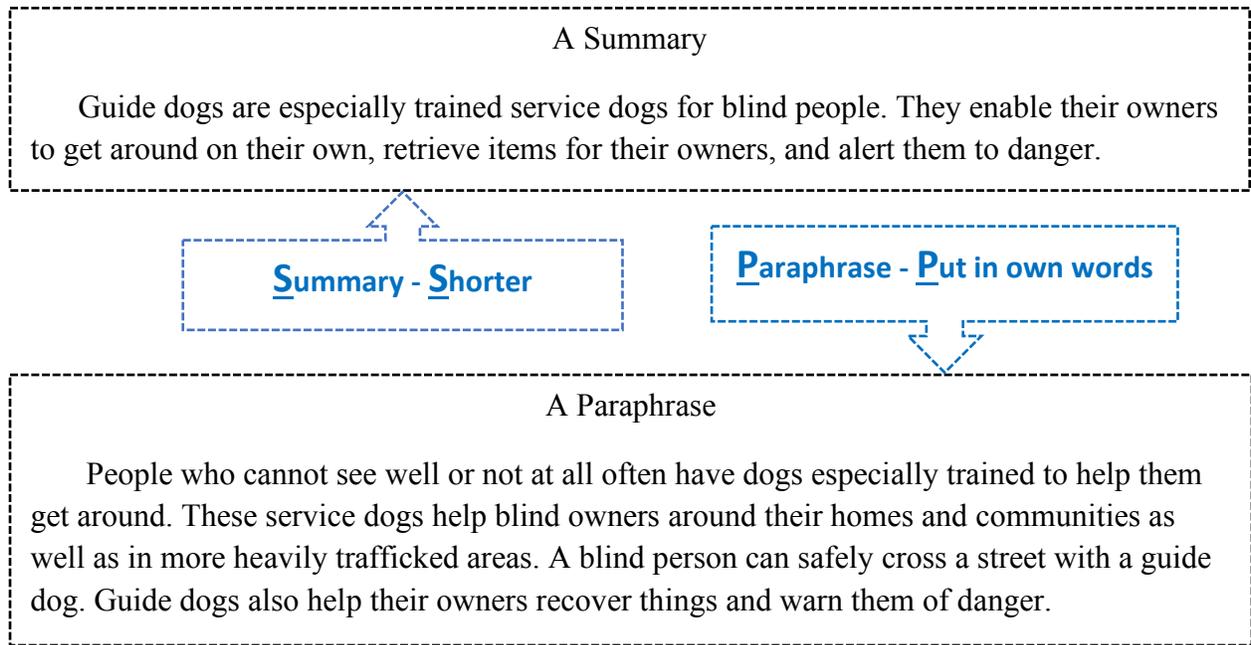
Guide Dogs

Guide dogs, also called service dogs, are especially trained to lead blind or visually impaired people. These dogs lead their blind owners around their homes and neighborhoods. They can also navigate busy sidewalks in cities. Blind owners can even cross streets with their guide dog. Other ways in which these animals help their blind owners include retrieving items and alerting their owners to danger.

Main Idea: Guide dogs are important to blind owners.

Supporting Details:

1. Also called service dogs
2. Trained to lead blind or visually impaired people
3. Lead blind owners around homes, neighborhoods, and cities
4. Help blind owners cross streets
5. Retrieve items and alert owners to danger



Note that the summary of the short paragraph is reduced to two sentences. An entire essay on guide dogs would probably be reduced to one or two paragraphs for a summary.

The paraphrase is about the same length as the original. Details are not left out; they are re-told in the reader's words.

Read the passage. Then answer the questions that follow.

Trail of Tears

By Andrew K. Frank

1 The term *Trail of Tears* refers to the difficult journeys the Five Civilized Tribes took during their forced removal from the southeast. During the 1830s and 1840s, the Cherokee, Creek, Choctaw, Chickasaw, and Seminole were all driven from their ancestral lands. They were relocated to *Indian Territory* or present Oklahoma. The removal of American Indians began long before the nineteenth century. However, the Trail of Tears is mostly associated with the forced removals that took place after the 1830 Indian Removal Act.

2 The Trail of Tears differed for each of the nations, but all Indians suffered. The relocations usually began when federal troops rounded up those who resisted removal. The cruel journeys, usually more than one thousand miles, lasted several weeks. A shortage of wagons, horses, food, and other supplies made the journeys difficult. Some



traveled by boat, but the conditions were usually no better. The U.S. government did not provide enough supplies to sustain the travelers during their march or after their arrival.

3 A very harsh winter plagued the Choctaws, the first nation to face the forced migration. Leaving in several groups in 1831, more than fourteen thousand Choctaws left Mississippi. French observer Alexis de Tocqueville described one journey as a “sight that will never fade from memory.” He noted that “The snow was hard on the ground, and huge masses of ice drifted on the river. The Indians brought their families with them. Among the wounded were the sick, newborn babies, and old men at the point of death. They had neither tents nor wagons, but only some provisions and weapons. Hundreds of Choctaws died.”

4 For other Indians, disease and malnutrition proved equally devastating. After losing the Creek War of 1836-37 with the United States, more than 14,500 Creek Indians faced the additional outrage of being forced to leave their lands. They were marched west, often in chains. Several hundred Creeks died during the journey. Another thirty-two hundred died from disease, malnutrition, and exposure after their arrival in Indian Territory. Disease also took a toll on the Chickasaw. They lost more than five-hundred men, women, and children to smallpox. The Cherokees’ experience was perhaps the most severe. As many as one out of four Cherokees died because of their westward journey.

Source: Andrew K. Frank, "Trail of Tears," *The Encyclopedia of Oklahoma History and Culture*, <https://www.okhistory.org/publications/enc.php?entry=TR003>, accessed May 4, 2018, © Oklahoma Historical Society.

Answer the following questions.

1. What is the main idea of this passage?
 - A The Trail of Tears was a tragic event imposed upon the Indians by the US government.
 - B The Trail of Tears affected mainly the Cherokee, Choctaw and Chickasaw.
 - C The Trail of Tears occurred during the 1830s and 1840s.
 - D The Trail of Tears never should have happened.

2. When writing a summary of this passage, all of the following details should be included except
 - A The Trail of Tears is mostly associated with the forced removals that took place as a result of the 1830 Indian Removal Act.
 - B The tribes suffered from shortage of wagons, horses, food, and other supplies during the march.
 - C Alexis de Tocqueville wrote that, "The snow was hard on the ground, and huge masses of ice drifted on the river."
 - D As many as 1 out of 4 Cherokees died because of their forced journey west.

3. Select the best summary of paragraph 3.
 - A During a very harsh winter, the Choctaws were the first Indians to move west in the forced migration. Without adequate provisions and shelter from the harsh winter, hundreds of Choctaws died.
 - B More than fourteen thousand Choctaws were the first Indians to make the forced migration. They left Mississippi and walked west during a very harsh winter. They left in 1831, in several different groups. A French observer described it as "a sight that will never fade from memory. Snow was on the ground and ice drifted on the river. Wounded, sick, newborns and the elderly tried to survive without adequate provisions and weapons. Hundreds of Choctaws died."
 - C Many different tribes were forced to move from the east to Indian Territory, now known as Oklahoma. Choctaws were the first to leave. Many Indians did not survive the brutal winter. This trip was called "The Trail of Tears."
 - D The Choctaws suffered from a brutal winter when they were the first Indian Nation to be forced out of their homeland.

Answer the following questions.

- 4. Briefly explain your selection for the best summary and why you eliminated the other three options.

- 5. Read the following.

The Trail of Tears differed for each of the nations, but all Indians suffered. The marches usually began when federal troops rounded up those who resisted removal. The journeys, usually more than one thousand miles, lasted several weeks. A shortage of wagons, horses, food, and other supplies made the marches difficult.

Select the best paraphrase of the above sentences.

- A Each Indian tribe had its own unique trials during the Trail of Tears, but none made it without grief and agony. To start off, US troops would apprehend Indians who wanted to claim their rights to stay. The trips themselves were brutal. They had to travel over one thousand miles without enough wagons and provisions.
- B The Trail of Tears was different for each of the nations, but all Indians suffered. Trips usually began with federal troops rounding up those resisting the move. The journeys, usually of more than one thousand miles, lasted several weeks. A shortage of wagons, animals, food, and other supplies made the trips difficult.
- C Each Indian tribe had its own unique trials during the Trail of Tears, and all suffered. It is hard to imagine the government actually doing something like that. It would be like people from another country gathering Americans up and making them move to a small area of land that was completely foreign to them.
- D All Indians suffered during the Trail of Tears. The brutal trip caused many to die.

- 6. Why did you select that paraphrase? Explain why you eliminated the other three options.

Guided Practice (8.2.R.1)

Name: _____

Answer the following questions.

7. Why is it important to determine the main idea and supporting details of a passage before writing a summary?

8. Write a summary of paragraph 2.

9. Write a paraphrase of paragraph 2.

10. What is the significance of supporting details in a passage?

Essential Question: *How does a student summarize and paraphrase information?*



Read the passage. Then answer the questions that follow.

An excerpt from *Heck Thomas, My Papa*

By Beth Thomas Meeks

- 1 In Guthrie, my father, Heck Thomas, met several deputies who were to remain his lifelong friends. Chief among these were Chris Madsen and Bill Tilghman, who, along with my father, became known as “The Three Guardsmen” because of their record of achievement in bringing law and order to the territory.

- 2 “Uncle Bill” Tilghman, as I always called him, was of medium height, with a pleasant face and dark mustache. He had been city marshal at Dodge City, Kansas, during its rowdy days as a shipping point for Texas trail herds. Uncle Bill had also served for two years as deputy sheriff of Ford County, Kansas. Quiet and courteous, Uncle Bill was already well known for his feats with a gun. But he always said he preferred peaceable arrests to gun slinging.

- 3 “Uncle Chris” Madsen was a short, portly man with merry blue eyes and a quaint accent. He hailed from Denmark. A professional soldier, he had fought in the Danish army when he was fourteen-years-old. Then he spent five years in the French Foreign Legion. After that, he had joined the United States army and was assigned to Custer’s seventh Cavalry. Fortunately, he was transferred to the fifth Cavalry before Custer’s fatal attack at Little Big Horn.

- 4 The three Guardsmen proved an unbeatable combination. Each was an expert shot and of high moral character. Most of the time, my father preferred riding alone or with a favored few when he was man hunting. But when the situation demanded, he teamed up with Uncle Chris and Uncle Bill and their posse.

- 5 There was enough activity in the new territory to keep all the deputies busy. Riff-raff poured in along with the honest, hard-working settlers. This riff-raff had no other purpose than to rob, to cheat, or to hide from the law. Among them were some of the worst outlaw gangs in America, including those of Bill Doolin and the Daltons.

- 6 The Dalton brothers, Emmett, Grat, Frank, and Bob, had served as United States deputy marshals out of Fort Smith. Bill Dalton had been elected to the California legislature. In 1885, Frank was killed in a gun battle with bootleggers in the river bottoms west of Fort Smith. Soon after Frank’s death, my father had tracked down his slayer. He won the gratitude of all the Dalton family, who were respected members of the community.

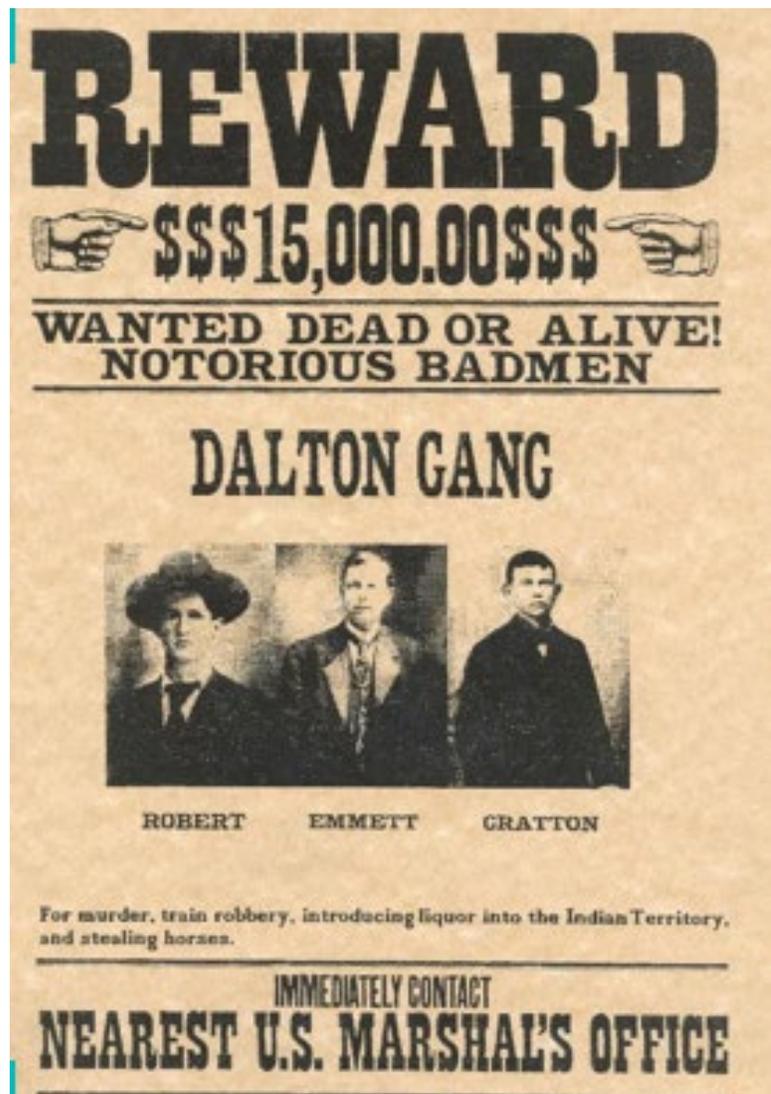
Independent Practice (8.2.R.1)

Name: _____

7 It came as a surprise to everyone, in 1890, to learn that Emmett, Bob, and Grat had been involved in horse stealing. The three fled to California, where on February 6, 1891, they robbed a Southern Pacific train. They fatally wounded the fireman. Authorities posted a \$5,000 reward for the Daltons. Bob and Emmett sped back to Oklahoma Territory. Grat was captured but soon escaped and rejoined his brothers. The trio collected a gang and settled down to serious outlaw business.

8 In short order, the Dalton gang robbed the Santa Fe passenger train at Wharton, the Katy north of Wagoner, the Santa Fe at Red Rock, the Katy at Adair Station in the Cherokee Nation, and a bank in El Reno. Several passengers and lawmen had been killed during the course of these robberies. The reward for apprehension and conviction of the Daltons jumped to \$40,000. Even so, many lawmen considered the task not worth the risk. But my father was determined to get the Daltons. Because they knew and liked him, he hoped to find them and talk them into giving themselves up. He believed there was sufficient evidence to convict them.

9 He joined Fred Dodge, Chief Detective for the Wells Fargo Express Company, for this man-hunting expedition. The express company outfitted them with two horses and special saddlebags. Burrell Cox, a former lawman with Grat Dalton, joined them, and they rode off into the Creek Nation. The general public was sure they would accomplish their mission. Papa had a reputation for always getting his man.



Independent Practice (8.2.R.1)

Name: _____

Answer the following questions.

1. All of the following details should be included in a summary of the passage except
 - A The three guardsmen were well-known for bringing law and order to the territory.
 - B Madsen was transferred to the fifth Cavalry before Custer’s defeat with the seventh Cavalry at Little Big Horn.
 - C The Dalton brothers had been well-respected community members before turning to a life of crime.
 - D Heck Thomas was determined to find the Dalton brothers and convince them to turn themselves in.

2. Which of the following is the best summary of the passage?
 - A Heck Thomas, along with two other deputies, became known as “The Three Guardsmen.” They worked to keep peace and order in the community of Guthrie, OK. The Three Guardsmen were effective at keeping the settlers safe from the large number of outlaw gangs. Among those gangs were the Daltons, who were formerly law enforcers and policy makers themselves. As the Daltons’ crimes increased and began to include murder, Heck Thomas determined to bring them in without killing them.
 - B Heck Thomas was a famous lawman in Oklahoma.
 - C The Dalton brothers were especially famous because they were respected citizens and deputies before they became the criminals themselves. They robbed several passenger trains and a bank. They also killed at least one person. Even though there was a reward for catching the Dalton gang and taking them to a sheriff or jail, many people were too afraid to even try. Heck Thomas was not one of them.
 - D There was enough activity in the new territory to keep all the Three Guardsmen busy. Riff-raff poured in along with the honest, hard-working settlers. This riff-raff had no other purpose than to rob, to cheat, or to hide from the law. Among them were some of the worst outlaw gangs in America, including those of Bill Doolin and the Daltons.

3. Why did you select that summary? Explain why you eliminated the other three options.

Answer the following questions.

4. Which of the following is the best paraphrase of paragraph 5
- A There was lots to do in the new territory to keep all the deputies busy. Riff-raff poured in along with the good, hard-working settlers. This riff-raff had no other purpose than to rob, to cheat, or to get away from the law. Among them were some of the toughest gangs from all across America. Bill Doolin and the Daltons were included among those.
 - B The deputies were kept busy by the criminals who came to town, including Bill Doolin and the Dalton gang.
 - C The law enforcers in the new territory were always busy with the scoundrels who came to town. Usually they came to town on stolen horses. Unlike the trustworthy settlers who worked to earn their living, the scoundrels only came to steal from and rob from them. Some of the worst criminals in America, including Bill Doolin and the Daltons, were among them. Four members of the gang were later killed in Coffeyville, Kansas where they tried to rob two banks at once.
 - D The law enforcers in the new territory were kept busy by the scoundrels who came to town. Unlike the trustworthy settlers who worked to earn their living, the scoundrels only came to steal and rob from them. Some of the worst criminals in America, including Bill Doolin and the Daltons, were among them.

5. Why did you select that paraphrase? Explain why you eliminated the other three options

6. Read the following.

“Quiet and courteous, Uncle Bill was already well known for his feats with a gun.”

Select the best paraphrase of the above sentence.

- A Uncle Bill was better known for his manners than his shooting ability.
- B Well mannered, Uncle Bill had a reputation for how well he dressed.
- C Quiet and polite, Uncle Bill was already famous for his feats with a gun.
- D Uncle Bill was known more for his competence with guns than for his manners.

Independent Practice (8.2.R.1)

Name: _____

Answer the following questions.

- 7. What is the most important detail to include in a summary of paragraph 7?
 - A Emmet, Bob, and Grat Dalton formed a gang in Oklahoma Territory and became serious, dangerous outlaws.
 - B Emmet, Bob, and Grat Dalton had been involved in horse stealing.
 - C Emmet, Bob, and Grat Dalton fled to California.
 - D A \$5,000 dollar reward was posted for the Daltons, but that did not stop them from committing crimes.

- 8. List at least 3 details from the passage above that are not important enough to include in a summary of the passage?

- 9. Why should you not include personal opinions in summaries or paraphrases?

- 10. Why would paraphrasing be an important skill to have?

Answer the following questions.

1. In paragraph 2 of *Heck Thomas, My Papa*, what detail is most important in understanding Uncle Bill's characterization?
 - A He was of medium height.
 - B He preferred peaceable arrests to gun slinging.
 - C He had a dark mustache.
 - D He served two years under Bat Materson.

2. The fact the Dalton brothers had been marshals before becoming criminals is an example of
 - A symbolism.
 - B simile.
 - C irony.
 - D imagery.

3. Read the following.

If Grat had not escaped after being captured and had not been able to rejoin his brothers, the Dalton gang would never have continued with their crimes.

Determine if and how the claim is substantiated in the above sentence.

- A It is a substantiated claim because Grat was the leader of the brothers.
- B It is a substantiated claim because the text tells the reader that he had been involved in horse stealing with the brothers.
- C It is an unsubstantiated claim because the text does not say that the brothers would not commit crimes without each other.
- D It is an unsubstantiated claim because the text tells the reader that one of the brothers had already been killed.

Answer the following questions.

4. Read the following.

Uncle Bill was already well known for his feats with a gun, though he always said he preferred peaceable arrests to gun slinging.

What type of sentence structure is used in the above sentence?

- A simple
 - B compound
 - C complex
 - D compound-complex
5. Select the sentence with the correct punctuation.
- A The Dalton brother's reputation extended beyond the territory's borders.
 - B The Dalton brothers reputation extended beyond the territory's border's.
 - C The Dalton brother's reputation extended beyond the territory's borders'.
 - D The Dalton brothers' reputation extended beyond the territory's borders.
6. *Heck Thomas, My Papa* is considered a non-fiction text because
- A it is about dramatic events in early Oklahoma history.
 - B it contains interesting characters and plots.
 - C it is about real people and real events that can be verified.
 - D it is written to be performed on stage in front of a live audience.
7. Select the sentence that contains a simile.
- A Grat escaped because he was as slippery as an eel.
 - B The express company outfitted Heck with horses that could outrun the wind.
 - C Bill Dalton had been elected to the California legislature.
 - D Each was an expert shot and of high moral character.
8. Select the sentence that contains a metaphor.
- A Grat escaped because he was an eel.
 - B The express company outfitted Heck with two horses that could outrun the wind.
 - C Bill Dalton had been elected to the California legislature.
 - D Each man was an expert shot and of high moral character.

Answer the following questions.

9. If a student wanted to learn more about The Dalton Brothers gang, which would be the best resource?
- A a movie about train robberies in the old west
 - B an encyclopedia of Oklahoma history
 - C a book about criminals in Indian Territory
 - D an article about famous marshals in the old west
10. If a student wanted to learn more about lawmen in the late 1800s, which would be the best research question?
- A Who was the most famous marshal in the old west?
 - B Why were rewards posted for outlaws in the old west?
 - C What was the role of lawmen in the old west?
 - D How much money did lawmen make in the late 1800s?

8TH 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

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