



ALPHA PLUS

TEACHER'S GUIDE

SUCCESS **OAS**
with
Oklahoma Academic Standards



English Language Arts **3**

SUCCESS *with* OAS

English Language Arts 3 by Sandra Valentine

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*indicates a power standard

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Teacher's Guide

3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

Vocabulary

genres

Review lesson in student book to prepare for Guided Practice.

Answer Key:

Guided Practice

1. C
2. A
3. D
4. D
5. A
6. B
7. B
8. D
9. C
10. Responses will vary, but include characters exchanging dialogue.

Independent Practice

1. C
2. A
3. D
4. B
5. C
6. C
7. B
8. A
9. D
10. Responses will vary.

Teacher’s Guide 3.2.R.2

Answer Key (continued)

Continuous Practice

- | | |
|--------------------------|---------|
| 1. C | 3.2.R.2 |
| 2. A | 3.2.R.1 |
| 3. B | 3.2.R.1 |
| 4. B | 3.4.R.2 |
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| 8. C | 3.5.R.2 |
| 9. B | 3.2.W.1 |
| 10. Responses will vary. | |

Lesson Extension

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

3.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

Suggestion: After teaching the writing objectives, have students reread one of their previous writing assignments to edit any changes they feel would make the draft more organized for a reader. Collect and read a few of the corrected drafts. After reading a selection let students make positive comments followed by one teacher made suggestion.

3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

Vocabulary

genre	category used to classify literary and other works, usually by form, technique, or content
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Real-World Connections

Books are written in a variety of styles or **genres**. Some books tell about a topic. Some books are to make the reader laugh. Some books tell about sad events. Other books have words that rhyme. Readers choose a book based on interest or need to know.

There are four main literary genres: nonfiction, fiction, poetry, and drama.

From the fiction type of literature, there are more divisions identified for third graders to learn. The six genres are: essay, novel, drama, narrative, short story, and lyrical poetry. Authors usually plan to write using the style of one of these genres. Some literary works have parts that could be in more than one genre. When that is true, the reader looks to see where the work has the most characteristics of a genre.

Media centers and book stores often shelve and label works by these genre names.

A **narrative** is another word for a story. Narratives are in a logical order of events. They have a beginning, middle, and end. Narratives can be told by whomever the author chooses. The story may be fiction or nonfiction.

Nonfiction is information of facts. Examples of informational text are recipes, newspapers, textbooks, and reference materials. The information can be about things, places, beliefs, or people. **Informational text** is what its name says. It is information in writing.

Biographies are stories about real people. Authors write about another person. The writers of biographies are called biographers. These two words are a combination of the Greek word that means life (bi) and the suffix for write (-graph).

Autobiographies are stories of the author's own life. This word is related to the other biographies, but it has a Greek prefix which means self (auto-). The events are personal experiences of the author.

Poetry expresses a writer's feelings. Readers may find something unusual in some poetry. It may have a certain shape or follow a certain pattern. Many poems have lines that end with rhyming words. There are some poems that do not rhyme at all but follow other patterns. A person who writes poetry is called a poet. The pattern of a poem helps the reader feel and hear the main idea. **Lyrical poetry** is poetry that has an emotional tone. Many songs begin as lyric poetry.

A play or **drama** is made up of lines of speech called dialogue that people read or memorize to act out the story. The writer of a drama is called a playwright. The playwright also gives directions on how the actors move around.



A **novel** is a long, fictional story. Writers divide it into chapters. It takes the reader through a sequence of events. A **short story** is a shorter event than that of a novel. **Fiction** is a make-believe story with a beginning, middle, and an end. Fiction stories have a problem to solve, and characters work through the problem. The **characters** carry the story forward through all events.

One type of fictional literature is the **fable**. Hundreds of years ago, Aesop wrote many fables readers still enjoy today. In these stories, many of the characters are animals who talk and behave like people. After the story is told, the last line clearly states the lesson to be learned. One well-known fable is "The Tortoise and the Hare." Some may call it the story of the rabbit and the turtle. The tortoise is slow, but he keeps moving toward the goal. The hare is faster and is so sure that he will win the race that he stops to take a nap. While he naps, the turtle stays true to the course, and he wins the race. The last line explains the lesson, or the moral, of the story: *Slow and Steady Wins the Race.*



The writers or authors of fiction makes up stories about people and events they think are interesting to readers. For example, Elanore H. Porter's series of books is about a girl named Pollyanna. Another very popular character, Harry Potter, is a year older in each new book released by J. K. Rowling. The **setting** of a story is when and where the story takes place. Both are important. The *when* can be as simple as a year or a day. It can be a season or a time of day. The *where* of the story gives the reader a place to imagine. The **plot** is the sequence of events needed to solve the character's problem.

Lesson (3.2.R.2)

Name: _____

When a story begins with “Once upon a time...” it is most likely a fairy tale. A **fairy tale** is a fictional or made-up short story with an ordinary problem, solved with magical powers. These magical powers come from imaginary characters such as fairies, elves, wizards, or trolls. There may also be talking animals. Fairy tales frequently end with “they lived happily ever after.” Between the opening line and the closing line there is a story of good overcoming evil.



One fairy tale known around the world is *Cinderella*. The story is told in many different languages. Therefore, *Cinderella* is known by different names in different countries. However, the lesson of the story does not change. In a fairy tale when things seem impossible, a fairy godmother or some other mythical creature can make it all come out right. Most fairy tales show the main character has a difficult problem. The character is then rewarded by doing what is right and good.

Think about the two-fairy tales: *Cinderella* and *Snow White* and *the Seven Dwarfs*. The reader recognizes the parts of a fairy tale. Other stories with these parts would be a fairy tale as well. The titles, characters, and conflict or problem may be different. It is the first sentence and the last sentence, the how or who helps solve, and the conflict that makes the story a fairy tale.



Cinderella

Story begins “Once upon a time.”
Story about a young girl.
She has a mean stepmother.
A prince falls in love with her.
They marry and live happily ever after.

Snow White

Story begins “once upon a time.”
Story about a young girl.
She has a mean stepmother.
A prince falls in love with her.
They marry and live happily ever after.

Read both selections. Then answer the questions that follow.

“Oklahoma”

words by Oscar Hammerstein

- 1 Oklahoma, where the wind comes sweepin’ down the plain,
- 2 And the wavin’ wheat can sure smell sweet
- 3 When the wind comes right behind the rain.
- 4 Oklahoma, ev’ry night my honey lamb and I
- 5 Sit alone and talk and watch a hawk makin’ lazy circles in the sky.

- 6 We know we belong to the land
- 7 And the land we belong to is grand!
- 8 And when we say - Yeeow A-yip-i-o-ee ay!
- 9 We’re only sayin’ You’re doin’ fine, Oklahoma! Oklahoma - O.K.

Oklahoma’s State Vegetable

- 1 On a hot, sunny summer afternoon, many people turn to a slice of watermelon for a refreshing snack. Some may think a watermelon is a fruit. However, a watermelon comes from the cucumber family, the gourd. In 2007, the watermelon was named Oklahoma’s official state vegetable.
- 2 Rush Springs, Oklahoma is known as “The Watermelon Capital of the World.” Over 30,000 people from everywhere come to Rush Springs to participate in the Watermelon Festival held annually on the second Saturday in August. There are many events at the Watermelon Festival, like the seed spitting contest. You can also try a variety of watermelons: orange, red, seedless, or with seeds.



Guided Practice (3.2.R.2)

Name: _____

Answer the following questions.

6. What genre is “Oklahoma”?
 - A essay
 - B lyrical poetry
 - C fable
 - D fairytale

7. What about “Oklahoma” shows its genre?
 - A the first sentence
 - B the characters
 - C the rhyming words
 - D the ending sentence

8. What genre is “Oklahoma’s State Vegetable”?
 - A bibliography
 - B narrative
 - C fictional
 - D informational text

9. What helps a reader know the genre of “Oklahoma’s State Vegetable”?
 - A the picture by the text
 - B the length of the text
 - C the main idea of the text
 - D the word Oklahoma in the text

10. Describe the genre of drama.

Read the selection. Then answer the questions that follow.

A Day at the Refuge

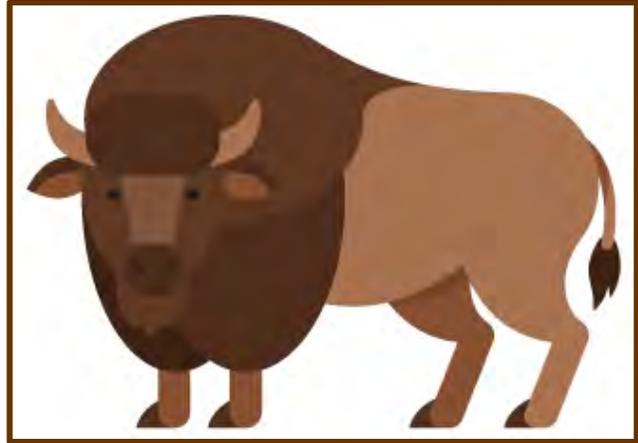
Three bison: Buff the male bull, Bess the female cow, and Brooke the young calf are eating grass talking about their day. They are three of the 650 bison in the Wichita Mountains Wildlife Refuge. It is a warm, August afternoon.

Bess: Sure is a beautiful day here in Southwestern Oklahoma.

Brooke: It is Momma. My favorite part is nighttime. The sky is so clear I can see every star shining big and bright. They look so near.

Buff: Is that why you stay up so late?

(All three giggle in between bites of their thick wild grass.)



Brooke: Yes, Daddy. I want to know all about our Oklahoma Wildlife and stars. I want to be the smartest bison ever!

Raising her head proudly, Brooke looks all around.

Brooke: We have so much to offer there's no wonder why so many humans come to visit us. I wish I could talk to them and tell them all about our land.

Bess: Like Suzy, the tour guide, that brings the people from the tour buses?

Brooke: Yes, Momma! I want to be like Suzy when I grow up. She is so smart. Sometimes, when she comes around, I get close so I can hear what she tells the other humans. When they start oohing and ahing at me, she stops talking about the land. She waits for them to take pictures of me, and then she starts talking about me. It makes me feel famous, so I pose for pictures. Suzy says all kinds of facts about us. Like how Daddy weighs almost a thousand pounds.

Brooke laughs but makes sure not to laugh too much.

Buff: Hey, a thousand pounds is pretty good for a six-foot bison like me.

Brooke: I always wondered how she knows these things.

Bess: She gives an estimation on the weight. I don't think she has ever put your Dad on a scale before. Has she?

Buff: No, not that I can remember at least.

Independent Practice (3.2.R.2)

Name: _____

(More laughing comes from the family of bison. A fly sneakily rests on Buff's tail to listen to the family conversation.)

Buff: I wonder why they don't take pictures of me. I'm famous too, you know!

Brooke: You are? Tell me more, tell me more. What did you do?

Buff: Well, back in 1918, to be exact, I was the original bison mascot for Oklahoma Baptist University in Shawnee.

Brooke: No way, Daddy! That is so cool.

Buff: I told you our family was full of rich history.

(The fly begins to buzz around.)

Fly: Buzzz...a mascot, huh? Bet you can't catch me.

The fly buzzes all around. It sometimes stops to land on different parts of Buff's body. Buff cannot catch the fly.

Bess: Oh, shoo, fly! Don't bother us! We're having a great time hanging out as a family. If you can't be a friend, then shoo!

Fly: I just want to prove how much better I am at things than Buff the mascot.

Just then Brooke notices her friend, the Scissor-tailed Flycatcher, watching from her perch. She looks interested in what's going on and flies down to Brooke's ear.

Brooke: Hi there, Silly! What are you up to? (winking and nodding at Silly)

Silly: Oh, nothing. I just came to check up on my friends. Everything okay here?

Fly: Yeah, I'm just showing these bison that bigger is not always better.

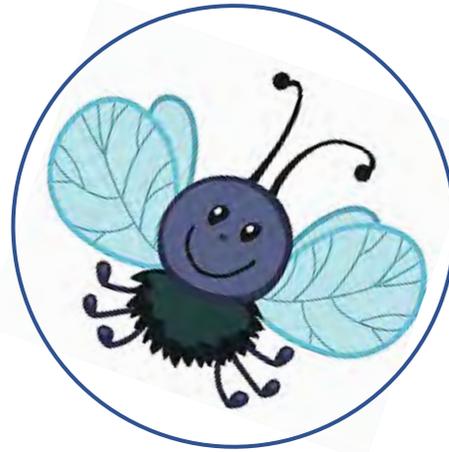
Silly: It looks like you are taunting them.

Fly: Am not! Uh, what's taunting?

Silly: Taunting is a form of bullying. You are trying to get Buff mad on purpose. Now, let's all just be friends.

Fly continues to buzz around showing off explaining he has eyes everywhere and there was no way Buff was going to catch him.

(Spider enters the scene and clicks her legs together observing hungrily.)



Independent Practice (3.2.R.2)

Name: _____

Bess: Look, Fly, we would like to all get along so please either shoo or be kind.

Spider: Yes, Fly, what's your choice? (mouth-watering)

Fly: I just want to.....

SNAP! A loud snap is heard before Fly can finish his sentence. Silly is seen leaving the scene with her mouth closed tightly and her wings flapping. She winks down at Brooke, and Brooke gives her a wink back.

Buff: I wonder what that loud sound was?

Spider: That was my lunch getting away. (*Sad eyes are all around her head.*)

Brooke: That was Silly teaching Fly a lesson on kindness.”

Buff and Bess together: I hope Fly is okay!

Brooke: He is. Silly wouldn't hurt a Fly.

With big belly laughs, they turn to the hungry Spider and offer her some of their lunch.

Spider: No thanks, but thanks for being kind to me by offering me food.

Up on Silly's perch, she opens her mouth and out buzzes Fly.

Fly: Hey! What was that for?

Silly: I was being kind to you. You were about to fly right into Spider's web!

Fly: OH! THANK YOU!

Silly: No problem. That's what friends are for.

Fly: Maybe I should go back and be kind to the Bison family.

Silly: Maybe you should wait until Spider leaves.

Fly: Good thinking!



Answer the following questions.

4. The genre of “A Day at the Refuge” is recognized by
 - A the talking animals.
 - B the dialogue.
 - C the rhyming words.
 - D the facts.

5. The genre of poetry most likely has
 - A talking animals.
 - B several facts about the author.
 - C lines expressing the author’s feelings,
 - D a far, fairy godmother.

6. A novel will most likely have all the following parts except
 - A a problem the main character solves.
 - B several chapters.
 - C real facts about the main character.
 - D more than one event.

7. Which is the correct sequence of events for “A Day on the Job”?
 - A Jeff sees a fire, dials 911 and watches a monkey get saved.
 - B Jeff sees a fire, stops a motorist to call 911 and watches as two animals get saved.
 - C Jeff races down the hill, runs into a motorist, and 911 is called.
 - D Jeff wants to change jobs; he calls 911, and he becomes a firefighter.

Independent Practice (3.2.R.2)

Name: _____

8. What is the *best* way to recognize the genre of a nonfiction book?
- A It is based on real facts about real people, places, or things.
 - B Read the title of the book for a clue.
 - C Read the first and last sentences of the book.
 - D Ask a friend if they think the book could be true.

9. The autobiography genre has all the following parts except
- A a real character.
 - B the events in order.
 - C true facts.
 - D a talking animal.

10. Explain the difference between a short story and a novel.

Read the selection. Then answer the questions that follow.

Daily Routine

Kenny likes to do things in order of sequence. His routine looks the same every day. Kenny wakes up at six to get ready for the day. He makes his bed, brushes his teeth, and sits in his comfy chair. He reads until his Mom asks if he is ready. Kenny is not. He changes his clothes and sits to read again. He uses any spare time to read. Kenny owns three-hundred-two books. He loves to read all different genres.



1. What genre is “Daily Routine”?
 - A autobiography
 - B fairytale
 - C short story
 - D fable

2. What is the main idea of “Daily Routine”?
 - A Kenny has a set routine.
 - B Kenny takes showers at night.
 - C Kenny likes to read comic books.
 - D Kenny eats breakfast with his mom.

Answer the following questions.

3. According to the selection, Kenny owns how many books?

- A Thirty-two
- B Three-hundred-two
- C Three-thousand-two
- D Two-hundred-three

4. According to the selection, *routine* means

- A making a bed.
- B order of sequence.
- C mom asking questions.
- D reading many books.

5. Read the following.

He reads until Mom asks if he is ready.

Choose the pronoun in the above sentence.

- A reads
- B until
- C mom
- D he

6. Read the following.

He _____ any spare time to read.

Recognize the verb that completes the above sentence.

- A used
- B uses
- C using
- D use

**Paragraph 3**

My rock is the prettiest rock. It looks like a rose, but it is really a rock. I took it for show and tell. My class loved it. They said it was so pretty and unusual. Mr. Rogers liked it too. After I talked about my rock, Mr. Rogers told us it was the Oklahoma state rock, the barite rose rock. I did not even know that. It makes it even more special to me now. I wonder how many more barite rose rocks I could add to my collection.

3. What is the point of view in paragraph 3?
- A Mr. Roger's
 - B my class's
 - C first person
 - D third person

Paragraph 4

Every spring my nose begins to itch. My eyes start to water, and I know why. It happens to some of my friends too. I don't like the feeling. I sneeze all the time. I take an allergy pill daily, but it does not always help. My doctor says it is the redbud trees that triggers my allergies. Oklahoma's state tree is not kind to me. I must stay away if I want to breathe better.

4. What is the point of view in paragraph 4?
- A my doctor's
 - B my allergies
 - C first person
 - D third person

Paragraph 9

Indian blankets are not blankets at all. Indian blankets are Oklahoma's state wildflower. They are colorful. They are in the sunflower family. Sometimes they are called firewheels. They are tiny flowers in size. There is an old Native American legend that goes with the Indian blanket. The legend has nothing to do with a blanket. It is a short legend that tells how the Indian blanket wildflower came to be. It has been told for many years.



9. What is the point of view of the paragraph 9?
- A Indian blanket's
 - B third person
 - C first person
 - D Native American's

3RD GRADE

COMPREHENSIVE ASSESSMENT

Read the selection. Then answer the following questions.

The Jay and the Peacock

a retelling of Aesop's fable

- 1 A blue jay was flying over a yard where some peacocks had walked. He saw some beautiful blue, green, and gold colors. He flew over the colors again. There were two, three, four, and more long, fluffy, multicolored feathers. The fluffy full feathers were at the bottom. The top of the feather looked like a stick. The fluffy feathers had all the colors. The feathers had fallen off the peacocks as they were molting or growing new feathers.
- 2 "Oh," thought the jay, "I would be special if I had feathers like that." He flew in circles over the bright colors. He swooped down beside them. After walking around several times, he knew what he could do.
- 3 He tied all the long thin parts of the feathers to his tail. He walked in straight lines. He walked in circles. He thought he was walking like a peacock. After practicing, he strutted down toward the peacocks.
- 4 When he came near them, they saw that it was a jay dressed in their feathers. They did not like a cheat who would act like he was one of them. As soon as he came close to the peacocks, they began to peck at him. They plucked away his borrowed plumes.
- 5 All the jay could do was to fly back to the other blue jays who had been watching him. However, they were unhappy with him because he had thought peacocks' feathers were what it took to make him into a fine bird. They were equally annoyed with him and told him: **"It is not only fine feathers that make fine birds."**

1. What is a synonym for plumes in paragraph 4?

- A sticks
- B strings
- C feathers
- D clothes

2. What is an antonym for unhappy in paragraph 5?

- A sad
- B glad
- C bored
- D excited

3. Which would best help in understanding the feather in paragraph 1?

- A another paragraph of description
- B an antonym
- C a graphic
- D a synonym

4. Choose the possessive noun.

- A peacock
- B peacocks
- C pea'cocks
- D peacock's

Read the selection. Then answer the following questions.

A Native American Artist

By Mary Ann Kerl

- 1 Meet Raymond Nordwall, a Native American artist from Oklahoma. When he was a child, he colored. He painted. He drew pictures. Raymond gave art shows when he was still a junior in high school! An art show is a place where artists hang their pictures for people to see. Artists sell pictures at art shows. At his art shows, Raymond sold pictures. He loved art. That is why Raymond kept coloring, drawing, and painting.
- 2 Today, Raymond does all kinds of art. Sometimes Raymond uses oil paints to make pictures. Sometimes he uses watercolors. He makes sculptures, too. A sculpture is art in shapes made from wood or clay.
- 3 As an artist, Raymond likes to work with different colors. His favorites are the primary colors blue, red, and yellow. He mixes the colors. A lot of artists mix colors. For example, red mixed with yellow makes orange. Blue mixed with yellow makes green. Red mixed with blue makes purple. Many colors are made from mixing blue, red, and yellow.
- 4 He likes to paint different things. Sometimes he paints pictures of the pretty sights outdoors. Other times he paints pictures of children. He also paints pictures of warriors. A warrior is a soldier or person who fights for his country.
- 5 Raymond paints about Native Americans too. He is well-known for his Indian paintings. He visits Indian tribes from all over the country, so he can make good pictures of Indian people. His work is important to many people.

13. If you wanted to know how to say the word instantly, you could look in

- A a dictionary.
- B an almanac.
- C an encyclopedia.
- D a thesaurus.

14. Which word is the past tense form for the word swim?

- A swims
- B swam
- C swam
- D swimming

15. What does warrior mean in paragraph 4?

- A tribe
- B soldier
- C native
- D artist

16. In paragraph 2, sculpture means

- A frames in pictures.
- B people who pose for pictures.
- C a kind of paint for artists.
- D art in shapes.

Read the selection. Then answer the following questions.

Rock Hunting

Ever found a perfect rock
you just had to share?
You bring it home to paint
with so much care.

You wash it gently
with mild soap.
In great big letters
you write the word "Hope."

Now you try to find
The most perfect spot
For the rock you've written
Will be liked a lot

By the next person
who finds it there
Will likely have
a smile to bear.

And so, you've done
a great deed
For the person who finds it
Might be in need.

The perfect rock
You hunted for
Will be the perfect one
For even more.

24. The reader knows that “Rock Hunting” is poetry because?

- A The words have a rhyme pattern and are in stanzas.
- B The words are in complete sentences.
- C The words are made up.
- D The words tell a story.

25. “Rock Hunting” is mainly about a fun hobby that

- A can make lots of money.
- B is done best in pairs.
- C makes people smile.
- D includes animals.

26. What happens in the beginning of “Rock Hunting”?

- A The writer tells a story about rocks.
- B The writer explains how to paint a rock.
- C The writer asks a question about a rock.
- D The writer suggests where to find rocks.

27. Which word best describes how the speaker feels at the middle of “Rock Hunting”?

- A upset
- B giggly
- C sick
- D hopeful

Read the selection. Then answer the following questions.

The Louisa Alcott Reader-A Supplementary Reader for the 4th Year of School

By Louisa M. Alcott

- 1 "Time for school; run away, little girl," called mamma from upstairs, as the clock struck nine.
- 2 "I won't!" said Kitty, crossly.
- 3 But she did; for those magic shoes danced her off and landed her at her desk in five minutes.
- 4 "Well, I'm not late; that's one comfort," she thought, wishing she had come pleasantly, and not been whisked away without any luncheon.
- 5 Her legs were so tired with the long skips that she was glad to sit still; and that pleased the teacher, for generally she was fussing about all lesson time. But at recess she got into trouble again; for one of the children knocked down the house of corn-cobs she had built and made her angry.
- 6 "Now, I'll kick yours down, and see how you like it, Dolly."
- 7 Up went her foot, but it didn't come down; it stayed in the air, and there she stood looking as if she were going to dance. The children laughed to see her, and she could do nothing till she said to Dolly in a great hurry,--
- 8 "Never mind; if you didn't mean to, I'll forgive you."
- 9 Then the foot went down, and Kitty felt so glad about it that she tried to be pleasant, fearing some new caper of those dreadful shoes. She began to see how they worked and thought she would try if she had any power over them. So, when one of the children wanted his ball, which had bounced over the hedge, she said kindly,--"Perhaps I can get it for you, Willy."

Title: The Louisa Alcott Reader-A Supplementary Reader for the 4th Year of School

Author: Louisa M. Alcott Release Date

38. The reader knows the genre is fiction because

- A Kitty loved school so much she was always on time.
- B Dolly is a made-up character and Kitty is real.
- C Kitty's shoes have magical powers.
- D Willy, Kitty, and Dolly are related.

39. Which of the following is the best summary of this selection?

- A Kitty is pleasant to everyone she meets, and her teachers love her.
- B Kitty buys magical shoes and shows them off to her friends.
- C Kitty goes to school, wears magical shoes, and learns their power.
- D Kitty does well in school, has fun at recess, and makes four new friends.

40. Why does Kitty most likely respond, "Never mind; if you didn't mean to, I'll forgive you," in paragraph 8?

- A She is embarrassed at what happened on the playground and cries.
- B She does not know what happened and is going to ask her Mom.
- C She has figured out her shoes are magical and can control them.
- D She is a loving and caring friend.

41. Which word is the adverb in paragraph 4?

- A well
- B thought
- C pleasantly
- D without

Writing Supplements

Writing Supplements

Capitalization and Punctuation Rules
Comma Chart
Literary Devices
Modified Citations
Modified Essay Outline Organizer
Modified Paragraph Organizer
Plot (Story) Curve
Plot Line
Proofreading Marks

Writing Supplements

Capitalization Rules

Capitalize titles of an office with a name: Mayor Smith

Title when used as a name: The Mayor is here.

Formal addresses: Mr. Jones
Mrs. Garcia
Miss. Brown
Ms. Tran
Dr. Long

Words in a title: All words of four or more letters

Do not capitalize conjunctions, articles, and short prepositions.

Geographical names: Streets - Main Street
City/Town - Checotah
States - Oklahoma
Country - United States
Regions - Midwest

Punctuation Rules

Titles of respect when abbreviated are followed by a period.

Geographical names when abbreviated are followed by a period - city/town and state are separated with a comma.

Quotation marks: periods > inside the quotation marks
commas > inside the quotation marks
question marks > outside **unless only** part of the quotation
exclamation marks > outside **unless only** part of the quotation

Writing Supplements

Comma Chart	
When	Example
Before any coordinating conjunction in a compound sentence. (FANBOYS)	The rain came, and it is cool.
After an introductory dependent clause	After the rain came early, we left to go swimming.
After introductory adverbs	Interestingly, after the rain came early, we left to go swimming.
Before and after any major change within the sentence	We were on the way to swim, not in the pond, when I remembered the pool was closed.
Separate items in a series (Oxford comma)	I had remembered suit, towel, goggles, and snacks.
After introductory prepositional phrase	Before the pool, the pond had been our favorite place to swim.
Between coordinating adjectives	The pond is a cool, calm body of spring water.
Set off all geographical names, items in a date	I will never forget that pond in Waurika, Oklahoma.
To separate a quotation from the statement	Granddad said, "This pond has been the swimming hole for five generations."

Writing Supplements

Modified Paragraph Organizer

I. Hook – catch reader’s interest

II. Topic Sentence

III. Main idea – what readers will remember

IV. Supporting details – how readers remember

V. Conclusion – why readers should remember

Glossary - Grade 3 OAS English Language Arts Vocabulary

abstract noun – unseen noun (*e.g.*, idea, emotion) (3.5.R.2)

accuracy – that which is correct

action verb – physical or mental activity (3.5.R.2)

adjective – word describing nouns as in size, shape, or color (3.5.R.2)

adverb – word describing verbs, adjectives, other adverbs as in how, where, when, or how often (3.5.R.2)

affix – one or more letters attached before or after a root word to modify its meaning (3.4.R.3*)

alliteration – three or more words with the same beginning sound to direct attention (3.3.R.4)

Anglo-Saxon root – borrowed word from the 5th century England (Old English) noun ending in letter *n* (3.4.R.3*)

Anglo-Saxon stem – borrowed letter sound from the 5th century England (Old English) (3.4.R.3*)

antecedents – original noun that has a pronoun following it (3.5.R.2)

antonym – words which are opposite in meaning (3.4.R.1*)

apostrophe – mark showing possession or contraction (3.5.W.5)

article – (as adjective) a, an, the; word describing noun (3.5.R.3)

authentic audience – people other than those close to creator of the text (3.2.W.4)

author's purpose – reason why an author writes about a specific topic (3.3.R.1)

autobiography – true account of someone's life written by that person (3.2.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 (3.2.R.2*)

capitalize – uppercase letter, begins a word (3.5.W.3)

caption – brief explanations of graphic feature (3.6.R.2)

cause and effect – action or event that makes something else happen and its results

*indicates a power standard

Glossary - Grade 3 OAS English Language Arts Vocabulary

dictionary - reference source in print or electronic form alphabetically arranged with meanings, syllabication, pronunciation, and parts of speech (3.4.R.4*)

draft - actual words put on paper (3.2.W.3)

drama - a story written to be performed by actors mostly through dialogue (3.2.R.2*)

edit - correct written text (3.2.W.3)

entertain - writing that provides joy or amusement (3.3.R.1)

evidence - words, phrases, or sentences from a text that support the author's ideas or claims (3.3.W.3)

exclamation point - punctuation to show excitement (3.5.W.4)

exclamatory sentence - an emotional statement (3.5.W.1)

fable - a simple story that teaches a lesson; frequently the characters are animals with human characteristics (3.2.R.2*)

fact - something known to be true or to have really happened; a statement that can be proven (3.2.R.4*)

fairy tale - a simple made-up story; characters include common people and those with magical powers (3.2.R.2*)

fiction - stories from an author's imagination (3.2.R.2*) (4.2.R.2*)

first-person point of view - informs the reader of what only the writer is thinking and feeling (3.3.R.2)

fragment - an incomplete sentence (3.5.W.1)

genre - category used to classify literary works, usually by form, technique, or content (3.2.R.2*)

geographical name - identification of place on earth (3.5.W.3)

glossary - alphabetical list of technical and unusual words or terms used in a book (3.4.R.4*)

graphic - visual that gives information (3.6.R.2)

helping verb - adds meaning to the main verb (3.5.R.2)

homograph – pair of words with same spelling but different meanings and pronunciation (3.4.R.1*)

*indicates a power standard

Glossary - Grade 3 OAS English Language Arts Vocabulary

homophone – pair of words with same pronunciation but different meaning and different spelling (3.4.R.1*) (4.4.R.1*)

hyperbole - obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally (*e.g.*, He has a thousand sisters.) (3.3.R.4) (4.3.R.4)

imperative sentence - a command, direction, or request statement (3.5.W.1)

independent clause - group of words that has a subject and a predicate, expresses a complete thought, and can stand alone as a sentence (3.5.W.1)

infer - make a reasonable guess about what is not directly stated in the text

inferential question - question asked about what is guessed to be a fact (3.3.R.5)

inform - writing that provides direction, information (3.3.R.1)

informational text - text that informs readers about an event or subject (3.3.R.6*)

interrogative sentence - a request for an answer (3.5.W.1)

italic - a slanted font (3.6.R.2)

legend - story about a person, place or event usually with elements of truth that are exaggerated (3.2.R.2*)

legends - words to visual symbol (3.6.R.2)

linking verb - connects a describing word to a noun (3.5.R.2)

literary device - expressions authors use to add meaning to their work (3.3.R.4)

literary element - basic elements, or parts, of a literary text (3.3.R.3)

logical - reasoning with truth and facts (3.2.W.2)

lyrical poetry - poetry that has an emotional tone (3.2.R.2*)

main idea - central thought of nonfiction writing (3.2.R.1*)

multiple-meaning word - word that has more than one unrelated definition (3.4.R.2*)

myth - a story from an ancient culture to explain a belief or natural phenomenon (3.2.R.2*)

narrative - connected events in a story (3.2.W.1) (3.3.W.1)

narrator - storyteller (3.3.R.2)

*indicates a power standard

Glossary - Grade 3 OAS English Language Arts Vocabulary

rewrite - organizing thoughts to write (3.2.W.1)

problem/solution - an unwelcome situation identified and solved within the narrative text of fiction or nonfiction (3.3.R.7)

pronoun - a word that takes the place of another noun (3.5.R.2)

pronunciation - the act of sounding out a word slowly

proper adjective - describing word that requires a beginning capital letter (4.5.W.4)

publish - prepare for others to share (3.2.W.4) (4.2.W.4)

quotation mark - end mark of interrogative sentence (3.5.W.8)

relevance - connected to a topic, important or significant to a topic (3.6.R.3)

research - careful study for factual information

revise - make needed changes (3.2.W.2)

sequence - established order of anything (3.2.R.3*)

sequential - in sequence, or the order in which things happen (3.3.R.7)

setting - the time and place of action in a story (3.3.R.3)

short story - story much shorter than a novel but still contains the literary elements (3.2.R.2*)

simile - a comparison of two different things that are unlike, usually using the words *like* or *as* (e.g., soft as a kitten) (3.3.R.4)

simple sentence - one independent clause (3.5.R.1)

structure of a text - organization of text information (3.3.R.7)

subheading - main idea of small portion of text within a general heading (3.6.R.2)

summarize - act of reducing a text to main idea and key supporting details (3.2.R.3*)

supporting detail - all evidence that supports the main idea (3.2.R.1*)

synonym - words or phrases that are similar in meaning (3.4.R.1*)

table - numerical columns illustrating numerical information (3.6.R.2)

text structure - organization of text information (3.3.R.7)

*indicates a power standard

A Final Word

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

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

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

—The Editor