



ALPHA PLUS

TEACHER'S GUIDE

SUCCESS **OAS**
with

Oklahoma Academic Standards



English Language Arts **5**

SUCCESS *with* OAS

ELA 5 by Carolyn Greene and Jessica Chapman

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*indicates a power standard

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	Comprehensive Assessment and Key Writing Supplements Glossary Resources A Final Word		

Teacher's Guide

5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.

Vocabulary

dictionaries, glossaries, thesauruses, pronunciation, syllabication

Review lesson in student book to prepare for Guided Practice.

Lesson will be completed as a class exercise.

Answer Key:

Guided Practice

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

Essential Question: Explain how a dictionary and a glossary are different.

Sample Response: A dictionary is a book that gives the number of syllables, the part of speech, the pronunciation, the definitions, or meanings, and the word origin for the entry word. A glossary is a part of a book, usually in the back, that gives the definition of the entry word as it is used in that book.

Teacher's Guide 5.4.R.4

Answer Key (continued)

Independent Practice

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

Essential Question: Explain how a thesaurus could benefit a student.

Sample Response: A thesaurus could benefit a student when they are writing and need to replace a repetitive word to make their paper more interesting. The thesaurus will provide choices of synonyms for them to use in writing, but it will also expose them to new words they may come across in their reading later.

Continuous Practice

- | | |
|-------|---------|
| 1. C | 5.6.R.3 |
| 2. A | 5.2.R.2 |
| 3. B | 5.6.R.3 |
| 4. A | 5.5.R.2 |
| 5. D | 5.4.R.1 |
| 6. B | 5.3.R.1 |
| 7. A | 5.3.R.1 |
| 8. C | 5.4.R.1 |
| 9. C | 5.5.R.2 |
| 10. D | 5.4.R.1 |

Lesson Extension

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

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

Teacher's Guide 5.4.R.4

Answer Key (continued)

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

5.4.W.2 Students will use precise and vivid vocabulary appropriate for the intended mode and effect on the audience in writing.

Suggestion: After teaching the writing objectives, teachers can use graphics in this lesson to provide a writing prompt for students. Writers have the infamous writer's block at times, and students can have that day when "free topic writing" is a real nightmare, so they may need help. A class discussion on a topic helps them conjure up some ideas. The first time - - - is too broad, so get the students to discuss some firsts in their lives. Have writers know ahead of the assignment what student editors will be marking. In this lesson, it will be adjectives that are precise and vivid to wake the five senses. Encourage finding antonyms and synonyms to refrain from over-worked descriptive words. Student editors mark adjectives with one color, and they can read to the class for the positive comments and one suggestion for improvement.

5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.

Vocabulary

dictionary	reference source in print or electronic form alphabetically arranged with meanings, syllabication, pronunciation, and parts of speech
glossary	alphabetical list of technical and unusual words or terms used in a book
pronunciation	the act of sounding out a word slowly
syllabication	the breakdown of a word into nonstop parts that contain a vowel sound
thesaurus	reference source in print or electronic form that provides synonyms and antonyms for entry words

Real-World Connections

Court rooms are interesting places. They have their own specific rules, ways things must be done, and regulations. When anyone goes before a judge, many hours are spent in preparation for the event. Facts are studied, people often practice what they want to say, and many consider what they will wear. Lawyers organize their files and are prepared. Court begins when the judge enters the court room, and everyone stands. That is the way it is done! The judge has complete control over the court room. Every judge is expected to follow the *Code of Conduct for United States Judges*.

Once court is in session, it does not matter what anyone in the room might think, the sole source for any legal argument or decision must be based upon facts. Lawyers must know how to find, research, and apply the correct words and terms in all cases when they go before a judge.

Writers of literary and informational text have an equally responsible job in preparing for their readers. A reader can depend on authors and writers to know the meaning of every word in their works. Therefore, students learn how to use a writer's resources.

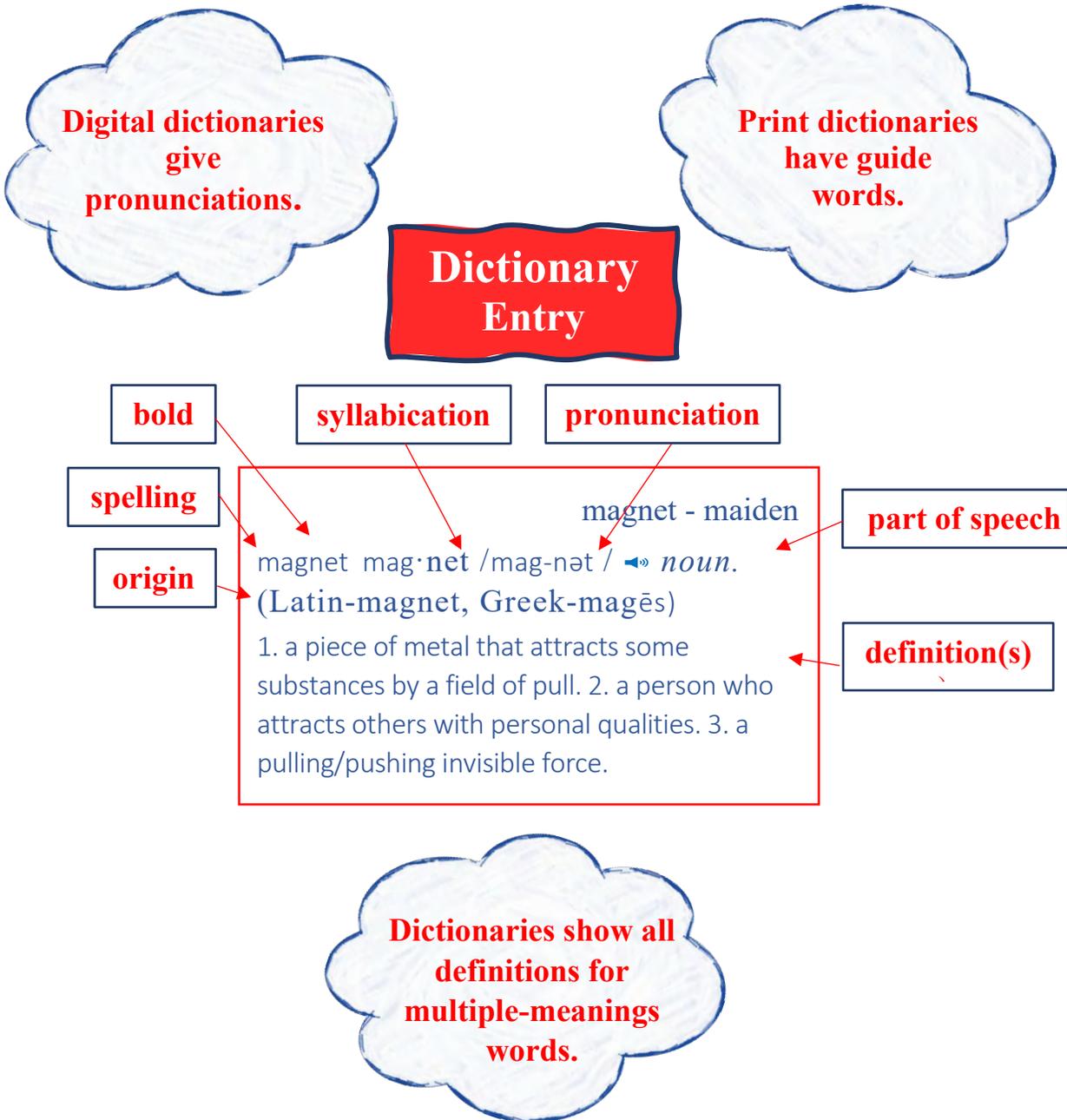


Courtroom in Tulsa, OK Federal Bldg.

Resources for Readers and Writers

Dictionary

A **dictionary** - reference source in print or electronic form that lists many words in alphabetical order. Dictionaries may vary in their style and order of giving the following information: syllabication; etymology or origin of the word; part of speech; forms; meanings; and pronunciation key. They have guide words at the top of each page to help users find words faster. The guide word on the left is the first entry word on that page, and the guide word on the right is the last entry word on that page. Only words that come between the two guide words alphabetically will be found on that page.



Glossary

A **glossary** - an alphabetical list of words in the back of a book that shows how the word was used in the book, is a good reference source to use if all definitions are not needed. It would also be much quicker for a student to use since only words used in that book are included, and no other resource is needed.

Glossary - Grade 5 OAS English Language Arts Vocabulary

academic vocabulary - words used in a learning or classroom setting (3.4.R.5*) (4.4.R.5*) (5.4.R.5)

accuracy - that which is correct

affix - one or more letters attached before or after a root word to modify its meaning (3.4.R.2*) (4.4.R.3*) (5.4.R.3)

analogies - comparison of two different things using one that is familiar (4.4.R.1) (5.4.R.1)

antagonist - character in conflict with main character (4.3.R.3) (5.3.R.3*)

Definitions of entry words are how they are used in this text.

A **thesaurus** - reference source in print or electronic form that lists synonyms and antonyms for the entry words, is an excellent tool students use when writing and need to find synonyms to use instead of repeating the same word numerous times. Editors decide the format or arrangement of the information in a thesaurus. It is important to select the style and understand what a thesaurus can give to readers.

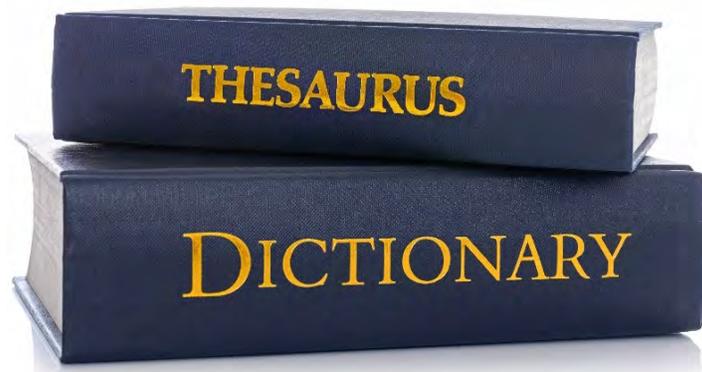
Thesaurus

awesome *adjective*

extremely good, inspiring

Synonyms: amazing, fabulous, stunning, wonderful

Antonyms: dreadful, terrible, dreaded, painful

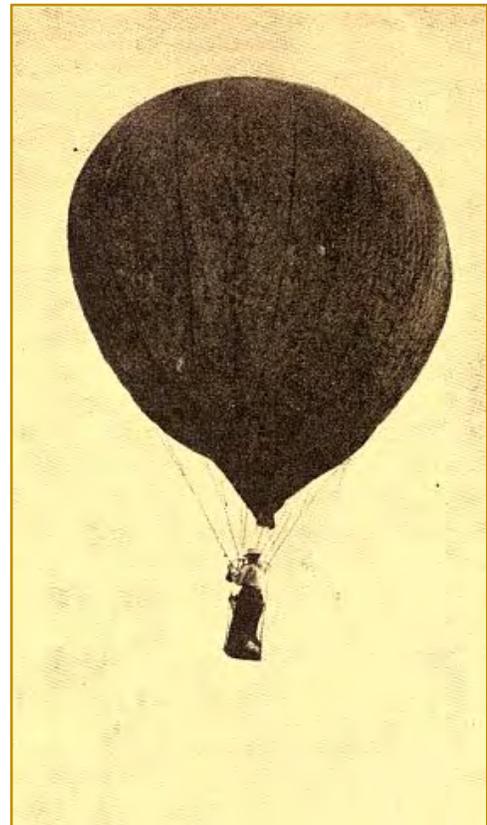


Read the selection. Then answer the questions that follow.

adaptation of “**The Balloonist**” from *Careers of Danger and Daring*

by Cleveland Moffett

- 1 I never knew a man who has been so many things (and been them all fairly well) as has Carl Myers of Frankfort, New York. They call him “Professor” Myers ever since he took to ballooning, years ago. They might call him Dr. Myers because he studied medicine, or Wrestler Myers for his skill in all tricks of assault and defense. Besides these titles, he could be Banker Myers, Printer Myers, Lecturer Myers, Carpenter Myers, or Photographer Myers.
- 2 To have these titles, he worked and studied with eagerness and success, only making a change when driven to it by his thirst for more knowledge and his guiding principle. “I refuse to let this world bore me,” he said. You ought to hear him laugh! Or tell about the airship that has carried him over thirteen States! Or describe his "balloon farm" at Frankfort!
- 3 Suppose we begin with the balloon farm, which is certainly a strange place. It is a joke in the neighborhood that the professor plants his balloon crop in the spring, gathers it in the fall, and stores it away through the winter. In winter, all the balloons are tucked away snugly in cocoons, as it were, fast asleep, ranged along the attic floor, each under its net, each ticketed with a record of its work, marked for good or bad conduct after it has been tested by mistress.
- 4 For weeks at a time in the experiment season a captive balloon hovers above the Frankfort farm. When they are about twelve hundred feet up, the tricks they play with that balloon would draw all the boys in the area. That is the boys whose parents would let them go. Three guy-ropes hold the balloon steady like legs of an enormous tripod, and straight down from the netting a fourth rope hangs free.
- 5 Professor Myers, like most aeronauts, claims that traveling by balloon is no more perilous than ordinary travel by train or car. He points out that for thirty-odd years he and his wife have led a most active aeronaut existence.
- 6 In my talks with Professor Myers, we first discussed the spectacular side of ballooning. There are interesting stories of hair-breadth escapes and thrilling adventure, he and his wife witnessed. They saw two lovesick Frenchmen duel with pistols from rival balloons, and many other scenes making one question Dr. Myers non-danger point.
- 7 Then the professor gave odd information about balloons: that the rapid rise of an air-ship makes an aeronaut suffer the same pain and pressure on his ear-drums that a diver feels, only within the balloon the air presses from inside the head outward. Relief from this pain comes by repeatedly opening the mouth and swallowing. He also talked about the strangest illusions of sight. The balloon is always standing still to the person in it, while the earth rushes madly along,

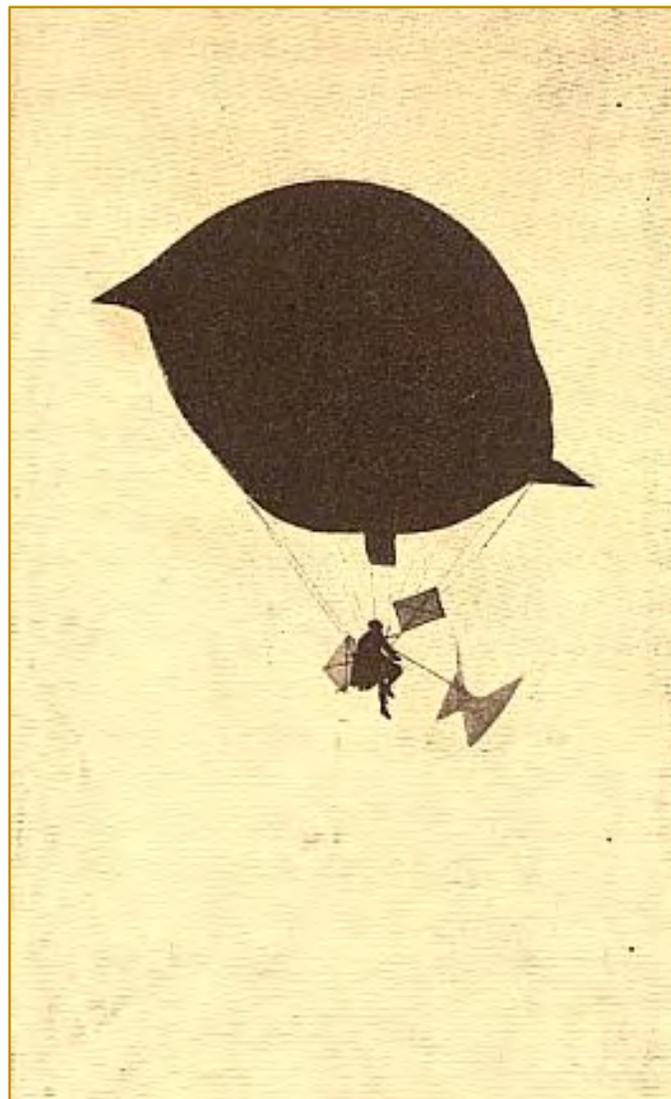


Guided Practice (5.4.R.4)

Name: _____

forty, sixty, ninety miles an hour. As you shoot up the first half mile the ground beneath you seems to drop away into a deepening bowl, while the horizon sweeps up like a loosened spring. Then the illusion passes, and you see everything flat. When a height of two miles is reached, nothing is familiar; you might as well be looking at the moon. Roads become yellowish lines; rivers brownish lines (and the water vanishes). A mountain-range looks like a shaded strip. There is scarcely any difference between water and land.

- 8 Before these talks, I never realized how busy an aeronaut is or how much there is to do in a balloon. Besides attending to valve-cords and ballast there is the barometer to keep watching because it alone shows your altitude.
- 9 “As you drift along there is perfect stillness. I know nothing like the peace of a balloon sweeping in a storm. You have no weight, no bonds.”
- 10 I was surprised to learn that at very high altitudes, the voice almost fails to work, so that in the vast silent spaces of the sky one aeronaut must literally shout to another in the same basket to make himself heard. One would say that the great, calm heavens resent the chattering intrusion of noisy little men.



Answer the following questions.

1. Read the following dictionary entry.

thirst /thɜːrst/ n. **1.** dryness of mouth and throat desiring a drink **2.** a craving
thirst /thɜːrst/v. **1.** to suffer for a drink **2.** to long for

To have these titles, he worked and studied with eagerness and success, only making a change when driven to it by his thirst for more knowledge.

The best definition for the word *thirst* as it is used in the above sentence is

- A dryness of mouth and throat desiring a drink.
 - B a craving.
 - C to suffer for a drink.
 - D to long for.
2. Which resource tool would be most helpful to find the syllabication for the word neighborhood as used in paragraph 3?
- A thesaurus
 - B almanac
 - C glossary
 - D dictionary
3. A thesaurus helps a reader with unfamiliar words by
- A providing definitions that explain the unfamiliar word.
 - B breaking the word into recognizable parts.
 - C offering synonyms that may be familiar.
 - D explaining how the unfamiliar word is used in that particular selection.
4. If the guide words on a page of the dictionary are baby/ball, a student would most likely find the word *balloon*
- A on the page before baby/ball.
 - B on the page after baby/ball.
 - C on the same page as baby/ball.
 - D deleted from the dictionary.

Read the selection. Then answer the following questions.

History of Oklahoma in Shapes and Designs

Oklahoma has an interesting history in the designs of shelters and meeting places. The architecture began long before it was a state. It has had a beautiful mixture of people who lived on this land in sod houses, dugouts, tepees, and tents. They created to meet their needs by using materials and tools available to them. After the Civil War, more permanent structures took shape in Oklahoma Territory.

At that time, Oklahoma Territory was home to several tribes. Some tribes, including Creek, Chickasaw, Choctaw, and Cherokee, built council houses in a variety of styles. One of the most outstanding examples is the Creek Council House in Okmulgee. After the original two-story, log house structure was burned, that building of stone served as the tribe's national headquarters for almost 30 years. It was one of the first buildings in Okmulgee, and the town itself grew up around it. Today, that stone building is the centerpiece of the Creek Nation Cultural Center.

Following the Land Run of 1889, Guthrie was the most important town not only in government but also in new buildings. There were 5,333 residents, 8 newspapers, 11 schools, and 9 churches by 1890. Joseph Pierre Foucart designed the first buildings of native stone and brick. His buildings were popular designs in Europe. However, in 1910, voters chose to



move the capitol to Oklahoma City.

On July 20, 1914, state leaders and citizens broke ground for the Oklahoma State Capitol Building. Solomon A. Layton designed the six-story building in a

decorative style of strength with large columns. Original plans for the building included a dome, but the high cost of materials put an end to it.

The Capitol has 650 rooms, eleven acres of floor space, and a collection of restored stained glass. In 1998, state officials began plans to complete the dome. By 2002, the capitol dome was finally in place. The Oklahoma State Capitol Building stands out as the only capitol in the world surrounded by working oil wells, and the first capitol with an American Indian figure on top. The seventeen-foot, three-ton, bronze Guardian sculpture makes the Oklahoma capitol taller than the U.S. Capitol. Enoch Kelly Haney created the sculpture incorporating the cultural characteristics of Oklahoma's 39 tribes. The warrior has a spear staked in the earth symbolizing his commitment to stand his ground. He carries a shield with a cross and feathers, representing the circle of life and the four seasons and directions.

Independent Practice (5.5.R.2)

Name: _____

Tulsa, the state's second largest city, has a very different style of buildings. Its buildings are said to symbolize the state's achievements and "newfound wealth." Tulsa has "enormous houses, impressive skyscrapers, and towering churches. Experts have commented on the Philtower Building's unusual, colorful tile roof and gargoyles. Boston Avenue Methodist Church was the country's first church designed in a strictly American style. The church's 258-foot tower has 14 floors. The Bank of Oklahoma Building is the second tallest building in Oklahoma and was designed by the same architect as the World Trade Center in New York. Its fifty-two stories are about half the size of the former twin towers that were tragically attacked in September 2001.

Today, there is one building in Oklahoma City that stands out from the rest. The Devon Tower stands guard over all other buildings in downtown Oklahoma City and is visible from up to thirty miles away. The three-sided structure made it possible for all Devon employees to be in one place.

Experts say Oklahoma is a place of both city and rural design. For over a century, building styles have changed, and they tell a story as varied as the many people who call it home. Oklahoma OK!



The Philtower Building is the orange brick building in the center foreground of this photo.



Independent Practice (5.5.R.2)

Name: _____

4. Read the following.

Following the Land Run of 1889, Guthrie was the most important town not only in government but also in new buildings.

The underlined words in the above sentence are

- A a prepositional phrase.
- B an independent clause.
- C a dependent clause.
- D a simple sentence.

5. Read the following.

There were 5,333 residents, 8 newspapers, 11 schools, and 9 churches by 1890.

How is the underlined conjunction used in the above sentence?

- A connect ideas
- B show items in a list
- C connect dependent clauses
- D introduce a prepositional phrase

6. Read the following.

The Oklahoma State Capitol Building stands out as the only capitol in the world surrounded by working oil wells.

How many prepositional phrases are in the above sentence?

- A one
 - B two
 - C three
 - D four
7. FANBOYS is a suggested help for students to remember
- A the types of sentences.
 - B the types of clauses.
 - C the coordinating conjunctions.
 - D the prepositions.

Answer the following questions.

1. Read the following.

The bride looked like a princess in her wedding dress.

What literary device is used in the above sentence?

- A simile
 - B metaphor
 - C hyperbole
 - D personification
2. Which digital source would provide the pronunciation of the word pharmacy?
- A encyclopedia
 - B glossary
 - C dictionary
 - D atlas
3. The words minute and colossal are
- A antonyms.
 - B synonyms.
 - C homographs.
 - D homophones.
4. The time and place in which a story takes place is the
- A plot.
 - B theme.
 - C characterization.
 - D setting.
5. Which genre usually has lines and stanzas with rhyming words?
- A fiction
 - B nonfiction
 - C poetry
 - D drama

6. Select the statement of fact.
 - A Florida is the best state to visit.
 - B Disney World is in Florida.
 - C Disney World is more fun than Disney Land.
 - D Characters at Disney World are scary.

7. Based on the Latin root *aud*, meaning *to hear*, the word *audiology* most likely means
 - A the study of hearing.
 - B the study of the head.
 - C the study of bones.
 - D the study of feet.

8. Read the following.

Jack and Brad were good friends. They enjoyed fishing together. They would walk to the river on nice days with all their fishing gear. They could spend hours sitting on the bank, being very quiet, and anticipating the first bite. Even if the fish weren't biting, they still enjoyed their time together. On the way home, they always had things to discuss that they both enjoyed like playing video games and practicing baseball.

What is the best summary of the above selection?

- A Jack and Brad are best friends.
 - B Jack and Brad like to fish, play video games, and practice baseball.
 - C Jack and Brad were good friends. They enjoyed fishing together. They also enjoyed playing video games and practicing baseball.
 - D Jack and Brad were friends, who liked going fishing together. They didn't mind if they didn't catch any fish, because they enjoyed being together and talking about things they had in common.
9. Read the following.

Either we can eat lunch at Sonic, or we can eat at Louie's.

Identify the number of prepositions in the above sentence?

- A one
- B two
- C three
- D four

Read the selection. Then answer the questions that follow.

Early Medicine in Oklahoma

Native Americans practiced medicine on the plains of Oklahoma long before statehood. Depending upon the tribe, healers used different methods to diagnose and treat illnesses. Tribal medicine was based on the whole life of a person. An illness was an interruption in the balance of the “physical, spiritual, mental, or environmental elements,” within an individual. An illness could be the result of both natural and other causes. As such, healers were concerned about every aspect of the person. The historical records that exist, “serve as a snapshot of that particular tribe in that particular moment.” They don’t represent Native American medicine as a whole. However, some common traditions and patterns did exist.

Medicine men and women usually came from a long line of healers. They were a “combination between priest and doctor.” Before they could practice, they had to serve under an experienced healer for many years and engage in an apprenticeship for many years. They learned from the healers’ knowledge of herbal materials. Individual healers based their practices upon their personal preferences. Healers also employed a variety of traditional rituals to help restore health. Some wore masks, danced, drummed, smoked tobacco, or created sand paintings. They had tools made of “bones, skins, feathers, and precious stones” that they carried in bundles. Some tribes also used sweat lodges in an effort “to cleanse both body and spirit.” Others would burn herbs and “smear the soot on their bodies.”

During the territorial era, settlers introduced modern techniques and practices to Oklahoma. But, unfortunately, “no laws, no rules, no guidelines, and no standards” existed in the territories for practicing medicine. Early physicians “traveled by horseback and by buggy carrying instruments and pharmaceuticals in saddlebags.” They rode across unmarked ground guided by a few landmarks and their own intuition. These trips into the country could take a physician “as far as forty miles in one day,” and last “five or six days.” Those medical professionals had all kinds of difficult travel and weather conditions. They were expected to treat illnesses, pull teeth, and perform surgery. Most of their patients were too poor to pay, but often offered meals, eggs, chickens, or butter instead of money.

Early Oklahomans also used widely advertised patent medicine and depended on advice from family and friends. Some people carried buckeyes in their pockets or wore herb pouches around their necks to ward off disease. “One of the strangest customs was the use of a madstone to remove poison from a person’s system after contact with a rabid animal.” These stones, from the stomachs of white deer were placed directly on bite wounds. If the stone stuck to the wound, the victim was in danger; if it fell off, he was safe.



In 1900, the University of Oklahoma began a pre-med program, and by 1910, it became a complete four-year medical school. According to one source, people “who enjoyed good health in early Oklahoma were truly blessed,” because the crude nature of the medical arts often failed to stop suffering, and, in some cases, hastened death.

Answer the following questions.

5. For historical information on territorial doctors in early Oklahoma, which source would most likely be the best?
 - A <https://www.oklahomatorritories.net>
 - B <https://www.oklahomadoctorstoday.com>
 - C www.wikipedia.org
 - D <https://www.territorialdoctors.gov/state/ok>

6. Which information is most relevant on the first medical school opened in Oklahoma?
 - A “Medicines Used in Oklahoma Today”
 - B “Medical Schools in Oklahoma Today”
 - C “Medical Program at OU in 1900”
 - D “Colleges in early Oklahoma”

7. Which information would be most relevant on illnesses of settlers in Oklahoma territories?
 - A “Why Settlers Get Ill”
 - B “Types of Illnesses Treated by Territory Doctors”
 - C “Oklahoma Territory Doctors”
 - D “When Oklahoma Become a State”

8. On the internet search for patent medicines used by early Oklahomans, all the following statements are true except:
 - A Official sources of information can be found on any web browser.
 - B Sources need to be evaluated to determine relevance.
 - C Sources need to be evaluated to determine reliability.
 - D All patented medicines results are always relevant and reliable.

Read the selection. Then answer the questions that follow.

Dangers of Poisonous Plants

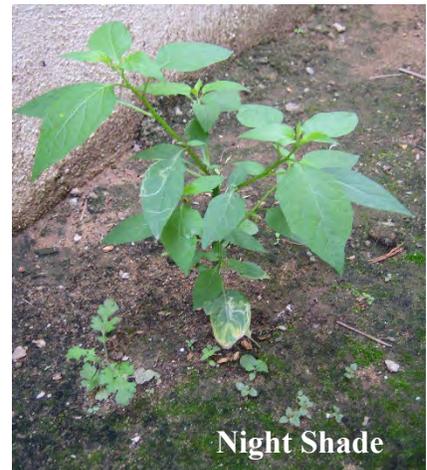
For people around the world, plants have been a source of enjoyment, employment, and healing forever. However, they have also caused pain, illness, and death. Though most plants look harmless, they often contain some of the most deadly poisons imaginable. *Encyclopedia Britannica* published an article, “7 of the World's Deadliest Plants,” and at least five of those exist in Oklahoma.



Hemlock Water Dropwort

Water Hemlock is “the most violently toxic plant in North America.” The fern-like green top makes it a part of the wild parsley family. Though all parts of the plant are toxic, the roots or tubers are the most dangerous. They put off a smell of cicutoxin, an “unsaturated alcohol with a strong, carrot-like odor.” Cicutoxins can cause “painful convulsions, abdominal cramps, nausea, and death.” Spotted-Water Hemlock is the only species of the plant that is in Oklahoma. Spotted-Water Hemlock is a wildflower that grows to seven feet tall. It has hollow purple-striped or spotted stems and slender, separate roots, or tubers. It has tooth-tipped leaves and white flower clusters called umbels. Spotted-Water Hemlock grows in damp places, pastures, and meadows. Water Hemlock causes a burning sensation in the mouth and breathing problems whenever swallowed.

Deadly Nightshade or Belladonna also grows in Oklahoma. It is a plant with dull green leaves, reddish, bell-shaped flowers, and shiny black berries. The fruit resembles blueberries and attracts both children and adults. Touching the plant can cause skin irritation. A simple handful of berries contains deadly amounts of toxic alkaloids. These alkaloids cause “paralysis in the involuntary muscles of the body, including the heart.” Deadly Nightshade grows in dumps, near old ruins, under shade trees, or atop wooded hills. When eaten, Deadly Nightshade can cause delirium and hallucinations. Authorities say, “two berries can kill a child,” and “10 or 20 will kill an adult.”



Night Shade



Castor Bean

Another deadly plant found in Oklahoma is the Castor Bean. Processed seeds from this African-native plant are safely turned into castor oil. Without processing, these seeds “naturally contain the poison ricin and are deadly.” Ricin can cause “severe vomiting, diarrhea, seizures, and even death.” Only one or two seeds can “kill a child” and as few as four seeds can kill an average-sized adult. Ricin is “one of the deadliest natural poisons.” It is “estimated as 6,000 times more poisonous than cyanide and 12,000 times more poisonous than rattlesnake venom.” The plant has oversized, star-shaped, tropical-looking leaves and “bizarre seed pods.” The “shiny...mottled seeds are quite attractive,” and

come in a variety of colors. The seeds resemble beans, and the leaves have “prominent central veins” of a reddish color. Castor Beans grow in “moist, well-drained soils...along river beds, roadsides, fields, and at the edge of cultivated land.”

White Oleander



This pretty plant has green leaves and broad five-petal flowers. If the leaves are wet when eaten, they can cause a type of nicotine poisoning. This illness plagues tobacco harvesters and often leads to hospitalization for children.

Oleander and tobacco are the other two plants in Oklahoma that are on the “World’s Deadliest” list. Oleander is often an ornamental hedge with striking purple flowers. All parts of the plant contain “lethal cardiac glycosides” that cause vomiting, diarrhea, erratic pulse, seizures, and death.

All parts of the Tobacco plant contain “toxic alkaloids, nicotine, and anabasine” that can be “fatal if eaten.”



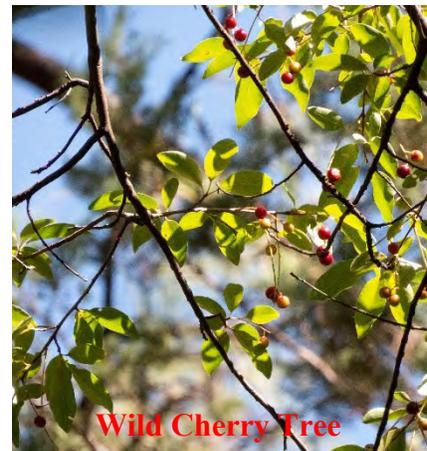
Tobacco Plants



Pokeweed

leaves are “toothed,” like a saw. The flowers on the tree are five-petaled white beauties. They produce dark red to purple fruit. The leaves, bark, stem, and stone (seed pit) are poison from the hydrocyanic acid they produce. There have been deaths, from children chewing on stems and leaves, or swallowing the stones.

Beyond those designated “the World’s Deadliest,” Oklahoma has two other highly toxic plants. Pokeweed and Choke or Wild Cherry Trees can cause serious harm to livestock and humans. The Choke or Wild Cherry Tree is a large, tall shrub or short tree. It has dark green, glossy leaves that are paler underneath. These



Wild Cherry Tree

Although they are deadly, Pokeweed “has some of the juiciest and most appetizing berries.” Sources say, “a handful could kill a child, and a little more could take out an adult.” Pokeweed grows about six to ten feet tall and has “grape-like clusters of purple-black berries” on “purplish-pink stalks.” Pokeweed grows at the “forest edge, in fence rows, under power lines, and in pastures. Once in the mouth vomiting, frothy diarrhea, and a burning sensation happens.” It can also cause intestinal bleeding, kidney damage, seizures, and death.

Poisoning is now the “leading cause of injury death” in the United States. In 2018, Oklahoma reported 30,468 human exposure cases. Fifty-four percent of these exposures were in children aged five or less. Although only a few of these involved plants, the number of plant-related exposures is higher in children. One experience with a poisonous plant can be harmful, dangerous, and potentially tragic.

Answer the following questions.

1. Which of the following resources would be the most relevant for research on unintentional poisoning deaths in Oklahoma?
 - A <https://www.ar.gov/health>
 - B <https://www.ks.gov/health>
 - C <https://www.ok.gov/health>
 - D <https://www.tx.gov/health>

2. Read the following.

Geyer, Wayne A., Patrick J. Broyles, and John M. Row. "Chokecherry: Plant Fact Sheet." USDA Natural Resources Conservation Service, Kansas State University. plants.usa.gov. Accessed in May 2020. https://plants.usda.gov/factsheet/pdf/fs_prvi.pdf

What makes the above source appear reliable to the selection?

- A The website has .gov and is from a university.
 - B All the parts of a works cited entry are included.
 - C The web address is included so anyone can look it up.
 - D The author of the article is given, and both the article and the website have the word plant in them.
3. Which website would be least valid for the selection "Dangers of Poisonous Plants?"
 - A <https://www.britannica.com/list/7-of-the-worlds-deadliest-plants>
 - B <https://www.blog.growing-plants.com>
 - C <https://oklahomapoison.org/images/Poisonous-Plants-compiled.pdf>
 - D <https://carteret.ces.nesu.edu/wp-content/uploads/2013/05/Poisonous-Plants-of-the-Southern-United-States.pdf?fwd=no>

Independent Practice (5.6.R.3)

Name: _____

Answer the following questions.

8. The most likely purpose to search the internet for poisonous plants is to be
- A persuaded.
 - B entertained.
 - C directed.
 - D informed.
9. For an internet search on a topic, the following statements are true except:
- A The source needs to be evaluated for reliability.
 - B The information should be read for relevance.
 - C All sources are relevant and reliable.
 - D Web browsers will lead to official sources of information to be checked for relevance and reliability.
10. Which internet website appears most reliable?
- A websites from Wikipedia.org
 - B websites that end in .com
 - C websites that end in .net
 - D websites that end in .gov and/or .edu

Essential Question: Explain the difference between reliable resources and relevant resources.



5TH GRADE

COMPREHENSIVE ASSESSMENT

SAMPLE PACKET FOR EDUCATOR REVIEW

Read the selection. Then answer the questions that follow.

James Herman Banning: Pioneer in Flight

- 1 On November 5, 1899, a little boy born in Canton, Oklahoma was named James Herman Banning. He grew up to do many great things. In 1926, Banning received pilot's license number 1324. He was "the first African American aviator to obtain a license from the U.S. Department of Commerce." He was also part of the first African American team to make a transcontinental flight in 1932. He built, repaired, and flew various aircraft and trained other pilots. In 1933, he was tragically killed in an airplane crash during an exhibition in California; however, Banning did more in his short lifetime than countless others who lived much longer and with more resources. His determination and hard work made him a true hero and pioneer.
- 2 James Banning or "Herman" was always interested in flying. Inspired by the Wright brothers, Banning left college to pursue a career in aviation. At that time, he was fighting against some who questioned if he should be allowed in the sky. He applied to many flight schools, but he was rejected time and again. Eventually, he found someone willing to train him, but he needed a plane to complete the required solo hours in the air. Although frustrated, Banning didn't let these early setbacks derail him. He saved enough money to buy an engine from a crashed plane. He accumulated enough auto scraps to build "Miss Ames," his very own plane. According to historians, "Flying his rickety homemade craft," he earned his solo flight hours.
- 3 Next, he took an instructor position at the Bessie Coleman Aero Club Aviation School in Los Angeles, California. The school was named after Bessie Coleman, the first African American woman to earn an international pilot's license. While teaching at the school, Banning earned the respect of others in the field, and was called the "most experienced African American pilot" of his time. In 1932, mechanic Thomas Cox Allen from Oklahoma City came to work at the school. It was there the two men developed a bold and daring plan to fly across the United States of America. The men met four days before the flight. Banning and Allen determined to complete a feat that had only been accomplished five times in history. They took-off on September 19, 1932, from Los Angeles' Dycer Airport in a "put together" plane with inadequate navigation equipment including a compass that was "off by 30 degrees."

- 4 With just \$25 between them, they set out on a route including places where they knew someone. The hope was that these people might supply the resources needed to continue the journey. Cox said, “I planned not to get any person or group of people...to give more money than just enough to put us into another town where we were known.” Unconventional as it was, the plan worked. The 3,300 mile-trip took them a total of twenty-one days to complete. They had to stop numerous times along the way “to raise money to buy gas and make repairs.”
- 5 On the morning they left Los Angeles, only four people came out to watch the start of an epic flight. Slightly superstitious, the men didn’t name their plane or alert local media to their plans. They decided if their journey was successful, they would then tell others. A problem in New Mexico led to Allen pawning a “flying suit and his watch for \$10.” They needed the money to buy gas to make it to the next town. They were forced to make unscheduled landings in fields. The unsuspecting farmers often invited them in for meals or siphoned gas from their own tractors for them. In Wichita Falls, Texas, residents took up a collection totaling \$125 for the team. In Oklahoma, people with very little money due to the Great Depression still took up collections to help.
- 6 A trade school in St. Louis voluntarily overhauled their engine. In Ohio, a parts supplier gave them whatever they needed. One of their final stops was in Pittsburgh where Democratic Party Officials in town offered to cover all their remaining expenses in exchange for a favor. They asked them to throw handbills in support of Franklin D. Roosevelt from the plane. Happy to help, the men watched as the papers fell to almost cover Pennsylvania. Each time someone donated, they were asked to sign their names on what “Banning and Allen called The Gold Book, which was the wing of their plane.” Their flight ended in New York on October 9, 1932, where they were presented with a Key to the City by Mayor Jimmy Walker. They had “twenty-four communities and sixty-five individual’s names on The Golden Book.”
- 7 Sadly, Banning didn’t have long to enjoy his success. One year later, while performing in a San Diego airshow, he was killed in a crash. Banning is an example of following a dream with equal parts of hard work and strong determination, a role model for youth today. Though short, the legacy of James Herman Banning was powerful. It showed “the spirit, daring and intestinal stamina” needed to fly into a place in history.

41) Which of the following details support the idea that Banning dealt with emergencies?

- A In 1926, Banning received pilot's license number 1324.
- B In 1933, he was tragically killed in an airplane crash during an exhibition in California.
- C He became the first African American pilot to be recognized and licensed by the U. S. Government.
- D A problem in New Mexico led to Allen pawning a "flying suit and his watch for \$10."

5.2.R.1

42) Read the following.

Eventually, he found someone willing to train him, but he needed a plane to complete the required solo hours in the air.

The purpose of the conjunction in the above sentence is to

- A show comparative thoughts.
- B show a contrasting thought.
- C show items in a list.
- D shows a main clause will follow.

5.5.R.2

43) All the following are viable research questions to ask when researching James Herman Banning except:

- A Who was the president in 1933?
- B How did James Herman Banning die?
- C Why did Mayor Jimmy Walker give Banning and Allen keys to New York City?
- D How long did the transcontinental flight take Banning and Allen?

5.6.R.1

44) Which of the following is the best summary of paragraph 7?

- A Banning died while performing in a San Diego airshow one year after his long flight. He was 34 years old.
- B Banning died in 1933 in San Diego. He was flying with a Navy pilot, when the plane crashed. He wasn't allowed to fly the plane that day because he was an African American.
- C Banning's success was short-lived as he was killed in a plane crash just a year after his successful flight. While a passenger in a plane, the plane crashed during the performance. He is remembered as never giving up in spite of the difficulties he faced in his life.
- D Banning, an African American, dealt with many problems his whole life. He died in an airshow in 1933, yet his legacy was powerful.

5.2.R.4

48) Which of the following best states the main idea of this selection?

- A James Herman Banning became a successful pilot in spite of facing many obstacles.
- B James Herman Banning was given a key to New York City by Mayor Jimmy Walker.
- C James Herman Banning threw handbills in support of Franklin D. Roosevelt from his plane.
- D James Herman Banning became an instructor at the Bessie Coleman Aero Club Aviation School.

5.2.R.1

49) This selection is an example of which of the following genres?

- A drama
- B nonfiction
- C fiction
- D poetry

5.2.R.2

50) Based on the Latin root *trans* meaning *across*, the word *transcontinental* as used in this selection means

- A across the globe.
- B across the ocean.
- C across the continent.
- D across the state.

5.4.R.4



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

Modified Citations

A **parenthetical citation** is for information that is listed in the text of the actual research paper. It is an in-text citation using parentheses. It includes only the author's last name and the page number of the information.

Example: They feel as though their right to express themselves through what they wear is being taken away (McFarland)

- Direct quotes (copied word for word from the text) must have a parenthetical citation.
 - Example: Recent research has shown that “focused, repetitive mental activity can affect changes in your brain’s structure, wiring, and capabilities” (Reynolds).
 - The period in the sentence comes after the parentheses.
 - If the source being cited has a page number, then the page number is also included. Example: (Reynolds 30)

Summaries and paraphrases must have a parenthetical citation. Even if information from a text is put into the writer's own words, the source of the information must be included. Otherwise, the writer is guilty of plagiarism.

When a source has more than one author, both authors are listed in the parenthetical citation.

- Example: The authors of *Welcome to Your Child’s Brain* reports that children who were more physically active did better on academic tests and IQ tests (Aamodt and Wang 132).

If the source of information does not have an author, use the name of the article.

- Example: Teenagers are especially prone to negative consequences from lack of sleep, since most teens do not get the 8 to 10 hours of sleep every night that they need (National Sleep Foundation).

Works Cited

Adamson, Sadie and Sam Ng. *The Adolescent Brain*. New York: Dominion Press, 2013.

Chen, Alice. “Five Benefits of School Uniforms.” *Frontiers Academy*, 21 Oct. 2014. Frontiers Academy. 6 May 2018. <frontiersacademy.org/5-benefits-school-uniforms>.

Goss, Cheryl. “Why I Voted for School Uniforms.” *US Schools Weekly*, 17 Oct. 2016: pp 13-19.

McFarland, Casey. Personal Interview. 5 Jan. 2018.

Writing Supplements

Modified Citations (continued)

Turner, Laura. "School Uniform Helps Reduce Anxiety About Appearance | CWB Magazine." *Cwb-Online.co*, 12 Sept. 2017. National Children's Wear Association. 6 May 2018. <cwb-online.co/children-confirm-school-uniform-helps-reduce-anxiety-appearance>.

- The title *Works Cited* should be typed and centered at the top of the page.
- Do not indent at the beginning of each entry but indent all other lines of an entry.
 - Example: Aamodt, Sandra and Sam Wang. *Welcome to Your Child's Brain: How the Mind Grows from Conception to College*. New York: MJF Books, 2011.
- Put the entries in alphabetical order.
- Put a period at the end of each entry.
- Begin each entry with the author's last name if there is one. If an author is not listed, begin the entry with the name of the article.

Writing Supplements

Modified Paragraph Organizer

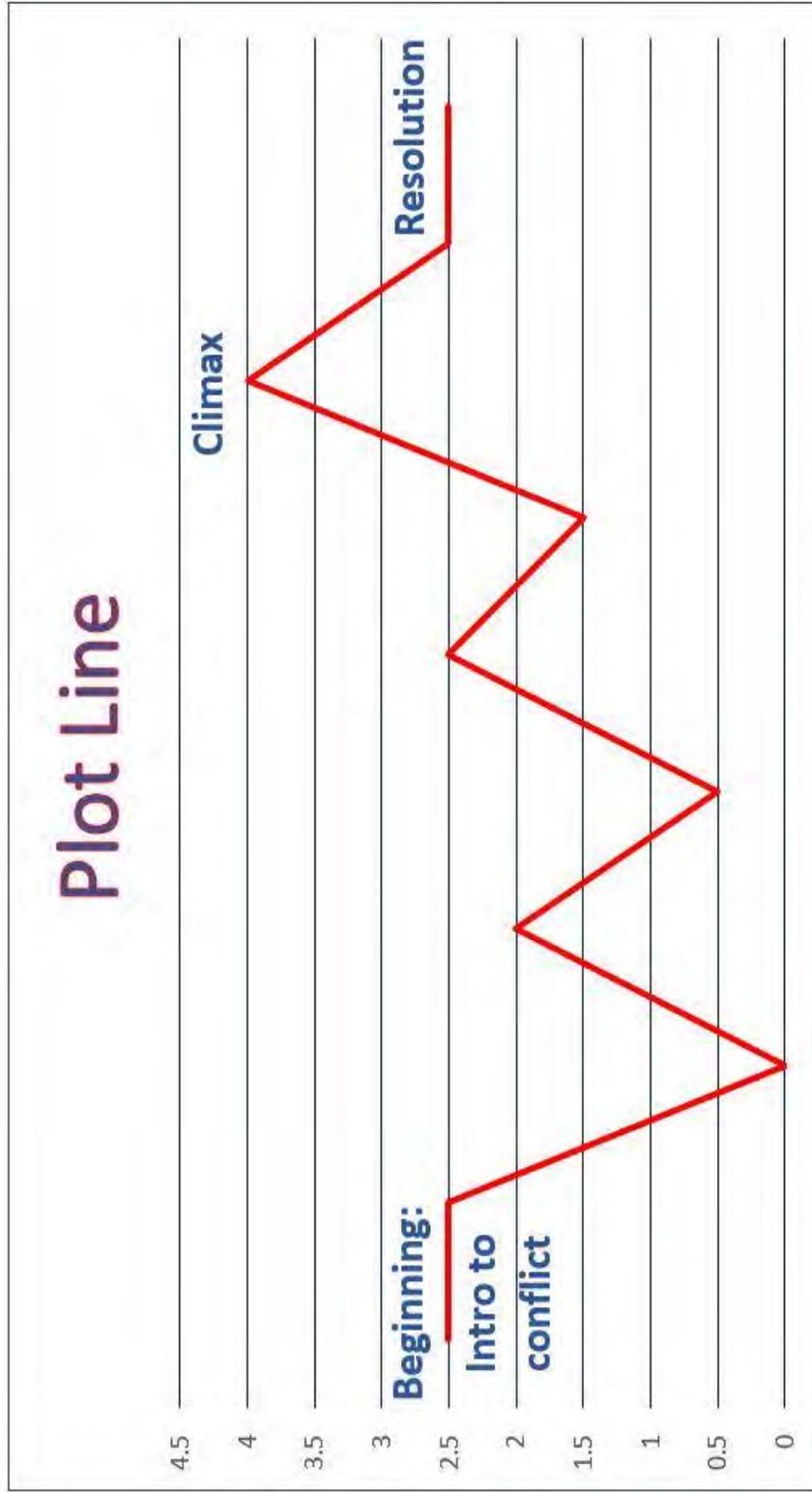
I. Hook – catch reader’s interest

II. Topic Sentence

III. Main idea – what readers will remember

IV. Supporting details – how readers remember

V. Conclusion – why readers should remember



Story builds to turning point of solving conflict

Glossary - Grade 5 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)
(4.5.W.2) (5.5.R.2)

adverb - word describing verbs, adjectives, other adverbs as in how, where, when, or how often (3.5.R.2) (4.5.W.2) (5.5.R.2)

affix - one or more letters attached before or after a root word to modify its meaning
(3.4.R.3*) (4.4.R.3*) (5.4.R.3)

alliteration - three or more words with the same beginning sound to direct attention
(3.3.R.4) (4.3.R.4) (5.3.R.4*)

analogy - comparison of two different things using one that is familiar
(4.4.R.1) (5.4.R.1)

analyze - examine carefully as in study it carefully (5.3.R.5*)

Anglo-Saxon root - borrowed word from the 5th century England (Old English)
nouns 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*)

antagonist - character in conflict with main character (4.3.R.3) (5.3.R.3*)

antecedent - original noun that has a pronoun following it (4.5.R.2) (5.5.R.2)

antonym - words which are opposite in meaning (3.4.R.1*) (4.4.R.1*) (4.4.R.4*)
(5.4.R.1)

apostrophe - mark showing possession or contraction (3.5.W.5) (4.4.R.1*)

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

authentic audience - people other than those close to creator of the text (3.2.W.4)
(4.2.W.4) (5.2.W.4)

author's purpose - reason why an author writes about a specific topic (3.3.R.1)
(4.3.R.1) (5.3.R.1*)

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

*indicates a power standard

Glossary - Grade 5 OAS English Language Arts Vocabulary

irregular verb - action or state of being word not following regular formation rules (4.5.R.2)

italic - a slanted font (3.6.R.2) (4.6.R.2) (5.6.R.2)

key supporting detail - the most important evidence to back up the main idea (4.2.R.1*) (5.2.R.1*)

Latin root - basic Latin letters without English meaning usually needing an affix to make a word meaning (4.4.R.3*) (5.4.R.3)

Latin stem - the letters of a word without affixes (4.4.R.3*) (5.4.R.3)

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

legends - words to visual symbols (3.6.R.2) (4.6.R.2) (5.6.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) (4.3.R.4) (5.3.R.4*)

literary element - basic element, or part, of a literary text (3.3.R.3) (4.3.R.3) (5.3.R.3*)

literary text - detailed artistic style of nonfiction writing (5.2.R.2*)

logical - reasoning with truth and facts (3.2.W.2) (4.2.W.2) (5.2.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*) (4.2.R.1*) (5.2.R.1*)

mechanics - rules for written language (5.5.W.5)

metaphor - comparison of two things without using the words *like* or *as* (e.g., You are my sunshine.) (3.3.R.4) (4.3.R.4) (5.3.R.4*)

multiple-meaning word - word that has more than one unrelated definition (3.4.R.2*) (4.4.R.2*) (5.4.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) (4.2.W.1) (5.2.W.1)

*indicates a power standard

Glossary - Grade 5 OAS English Language Arts Vocabulary

symbolism - use of one thing to suggest or represent something else

synonym - words or phrases that are similar in meaning (3.4.R.1*)
(4.4.R.1*) (5.4.R.1)

table - numerical columns illustrating numerical information (3.6.R.2)
(4.6.R.2) (5.6.R.2)

tense shift - verb expressing a particular time followed by a verb expressing a different time (5.5.W.3)

text structure - organization of text information (3.3.R.7) (4.3.R.7) (5.3.R.7*)

textual evidence - words, phrases, or sentences from a text that support the author's ideas or claims (3.3.R.3) (4.3.R.3) (5.3.R.3*)

theme - the central subject of a story or book (5.3.R.3*)

thesaurus - reference source in print or electronic form that provides synonyms and antonyms for entry words (3.4.R.4*) (4.4.R.4*) (5.4.R.4)

third-person limited point of view - all knowing of all characters' thoughts, but stays with one character more closely (5.3.R.2*)

third-person omniscient point of view - all knowing of all character's thoughts (5.3.R.2*)

third-person point of view - an outside narrator (*e.g.*, he, she, it, his, hers, its, they) (3.3.R.2) (4.3.R.2) (5.3.R.2*)

time - measured duration of any action or event (4.5.R.2) (5.5.R.2)

transition - word that connects ideas, sentences, or paragraphs (3.2.W.2)
(4.2.W.2) (5.2.W.2)

verb - action, or state of being word in an independent clause (3.5.W.2)
(4.5.W.2) (5.5.W.2)

verb tense - action; state of being word that changes to show when the action takes place or state of being (4.5.R.2) (5.5.R.2)

viable - functions to meet a specific need (4.6.W.1) (5.6.W.1)

visual source - documented as a record material that can be viewed
(4.6.R.1) (5.6.R.1)

*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