



**ALPHA PLUS**

**TEACHER'S GUIDE**

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

*Oklahoma Academic Standards*



**English Language Arts** **4**

# SUCCESS *with* OAS

## **ELA 4 by Tammie Richardson**

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\*indicates a power standard



## Teacher's Guide

**4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.**

### Vocabulary

inferential questions, evidence

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

### Answer Key

#### Guided Practice

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

**Essential Question:** Responses will vary.

#### Independent Practice

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

**Essential Question:** Responses will vary.

## Teacher’s Guide 4.3.R.5

### Answer Key (continued)

#### Continuous Practice

1. B	4.3.R.1
2. C	4.3.R.5
3. D	4.3.R.5
4. B	4.6.R.2
5. B	4.4.R.1
6. B	4.3.R.4
7. C	4.4.R.2
8. A	4.4.R.2
9. D	4.4.R.4
10. C	4.5.R.2

#### Lesson Extension

See also 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

**4.3.W.2** Students will compose informative essays that:

- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary elements and/or literary devices from mentor texts

Suggestion: Opinions are the right of everyone to have, but not always appropriate to share. There are times when one who has a higher position of authority makes a decision that is flawed in the mind of one with less authority. Students can begin to practice and learn how and when to express an opinion so it may produce positive results. There is a time when answering a question can lead to expressing an opinion to bring consideration and possible change.

Directions: Begin the discussion with the student’s reaction when a younger sibling expresses a flawed opinion. Reverse the situation to their opinion in the mind of one in higher authority. Help students learn constructive suggestions for considering other opinions. Then have students write an opinion paper on a suggested class field trip. They should consider answering inferential questions that could be asked. See Writing Supplements.

**4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.**

## Vocabulary

<b>evidence</b>	words, phrases, or sentences from a text that support the author’s ideas or claims
<b>inferential questions</b>	questions asked about what is guessed to be a fact

## Real-World Connections

Learning to read takes work, practice, work, practice, and then more work. By the time third-grade is completed, reading is less of a struggle. Sight words had to be memorized before they were learned, which took a lot of practice. After learning the sounds and rules each letter made, reading by sounding out new words became easier for most third graders. It is the silent letter e that makes the vowels say their name and proved to be tricky at times. However, most fourth graders read at a speed or pace that helps them read for meaning. Now, reading for pleasure and information is becoming more interesting and enjoyable than when its purpose was only for a class assignment.

Since reading notes and messages from friends as well as schoolwork grows in importance, readers will learn to see and understand clues within the authors’ writings. The clues often begin when an author believes readers share a common experience or some knowledge that does not need to be explained or repeated. Yet a clue is given for the reader. Sometimes a writer wants the reader to remember something, and a clue is all that is needed to trigger the reader’s memory to what the author means. Clues may be only a few words to share an author’s connection with the reader. Graphics and illustrations give additional help to word clues. The author’s clues could be a signal word or a few descriptive words.

Therefore, students usually wonder what an author wants to share when signals or clues are given. The question that forms in the reader’s mind is an **inferential question**. The mind wants to know what the author expects the reader to think - - “what could,” “what might,” or “probably is” a part of characterization or solving the conflict in a story. The mind also makes inferential answers to questions by thinking one of the following: it might be like..., it could be..., or it probably is like... .

As the mind of the reader thinks inferential questions, the mental questions are like questions that could be asked aloud. Teachers ask inferential questions to help students connect with text whether it is literary (stories) or informational text. The questions come from clues within the text. The answers are usually opinions; therefore, they can be correct though different from answers made by others. Students need to relax when teachers ask inferential questions since any answer can be correct if it connects to a clue within the text.

Writers may use illustrations to give readers information rather than make the text longer. A reader, therefore, can find clues to inferential questions in the illustration. Answers may be different because readers' have experiences that are different. Readers have different beliefs, customs, and traditions that influence their opinions. The word inferential comes from the word infer, which means not stated but to which clues are given. Readers make inferential questions and answers based on the writer's clues.

### Tips for recognizing inferential questions:

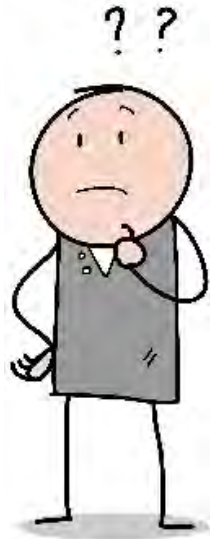
What clue from the writer makes an inference?

What did the writer want the reader to infer? why ... could be?

What did the writer want the reader to infer? why ... might be?

What did the writer want the reader to infer? why ... will probably be?

What did the writer want the reader to infer? what ...



### Tips for making inferential answers:

Combine supporting clues and details, which is using what the writer stated with the reader's personal knowledge to answer the author's inferred clues or

Since ...(the clue)...

Because ...(the clue)...

Therefore ...(the clue) ...

... will probably



**Now Try It**

Read the following and discuss the inferential clues a reader could find. Next, discuss the inferential questions a reader could ask. Complete the discussion with inferential answers that include the author's clue.

1. I would choose the sugar cookie Sandra brought if I were you.
2. As usual, Kellan listened to the morning weather forecast on TV, so he went to the hall closet and grabbed his umbrella, even though he felt silly carrying it this morning.
3. Maria came to school in a t-shirt from the Carrie Underwood concert.
4. Seth has a red cast on his right arm.
5. The fire drill alarm sounded during lunch.
6. Adalyn walked back to her desk with her test paper in her hand, and her feet were almost dancing.

The illustration of the umbrella is an inference to the station's prediction on the weather. The umbrella does not predict. It infers. Students must remember an umbrella does not have the skill to predict.



Read the selection. Then answer the following questions.

### From Chilocco to Yankee Stadium

- 1 As a little boy, he had big dreams. He played every day after his chores were finished, and his mother gave him permission. Emmett Seeley, Murray County's coach of boys in Little League and on Pony League teams is that little boy who had a big dream that was fulfilled and then returned home to fuel the dreams of other little boys.
- 2 When Emmett was school age, his parents enrolled him in an Oklahoma boarding school. He claims to remember that day very well. His memory is of his mom and dad crying as they walked away.
- 3 Since everything was new and different, Emmett was unprepared for Chilocco Indian School. He found a big room in which he and other boys were to sleep, and in that big room he made good friends who became life-long friends. Most public schools have boys and girls who live within the school district, but not at Chilocco. Emmett was surprised to learn that boys and girls had come to this school from states scattered across the United States.
- 4 The Chilocco Boarding School's goal was to prepare young Native American students for a productive future. It offered the most up to date classes in almost every field. Emmett's classes included printing, drafting, welding, and agriculture classes, which gave him many choices for a career. However, he found a way to keep his big dream alive. Baseball was the center of his big dream, and through his education his dream became a reality. He graduated number one in his class.
- 5 After graduation from Chilocco Indian School, he began playing farm team baseball. Though not the major leagues, he found reasons to enjoy it. He was willing to play on the sandlot teams because he saw how baseball training built his muscles and made him stronger.
- 6 While on the farm team, his big dream grew stronger. Baseball scouts watched his talent grow, and he was drafted by the New York Yankees. He played on the team with famous players Mickey Mantle and Charlie Pride. The big dream of being a professional player ended almost as soon as it started. Emmett was drafted by the U.S. Army.



7 When Emmett did his chores at home, he did his best. When Emmett did his class assignments at Chilocco Indian School, he did his best. When Emmett played baseball, he played his best. When the Army called him to serve his country, what would Emmett do? Emmett did his best. He earned three Bronze Battle stars, Order of the Purple Heart, Expert Infantryman's Badge, Combat Infantryman's Badge, the Good conduct Ribbon Victory Medal, and Honorable Discharge.

8 World War II tried to stop Emmett Seeley from living his dream, but that would not happen to a Chickasaw man from Oklahoma. He found a new dream, a dream that was bigger than himself. The injuries stopped his legs from walking, but they could not kill his love of the sport or his influence and ability to teach young athletes to dream.

9 Emmett's mother said, 'Do your best'; her words would always be loud and clear in his mind. By serving as an Elder for the Chickasaw Nation, he did his best for the senior citizens. Coached by Emmett Seeley, the boys followed his legacy of doing their best in chores, in class work, and on the baseball field. They are the products of a little boy who grew to be a real man. Emmett, the man who dreamed of a productive life, was productive by always doing his best.



*Answer the following questions.*

1. What is the most likely inferential question the reader would ask after reading the title of the selection?
  - A Would I want to go to Chilocco?
  - B Do you go to Chilocco to get to Yankee Stadium?
  - C Is Chilocco part of Yankee Stadium?
  - D Where is Yankee Stadium?

2. What is the most likely inferential question the reader would ask after reading paragraph 1?
  - A Where did Emmett Seeley have big dreams?
  - B Why did Emmett Seeley have a big dream?
  - C How did Emmett Seeley know it was a big dream?
  - D What was Emmett Seeley’s big dream?

3. What inferential question could be asked in paragraph 2?
  - A What day did Emmett start school?
  - B Why were Emmett’s parents crying?
  - C Why is it called enrolling at a school?
  - D Do all states have boarding schools?



4. What is the most likely inferential question the reader would ask after reading paragraph 3?
  - A Why did Emmett Seeley go to a boarding school?
  - B How many friends did Emmett Seeley have at Chilocco?
  - C Where are Emmett Seeley’s friends now?
  - D How many students at Chilocco were from Oklahoma?

*Answer the following questions.*

5. What is the most likely inferential question the reader would ask after reading paragraph 5?
  - A Did Emmett Seeley wear a graduation gown?
  - B How many people graduated?
  - C Do farm teams play on different farms?
  - D Was Emmett Seeley very healthy?
  
6. What is the most likely inferential question the reader would ask after reading paragraph 6?
  - A Did Emmett Seeley have many big dreams?
  - B Did Emmett like Mickey Mantle?
  - C Did Emmett Seeley play with scouts?
  - D Why was Emmett Seeley drafted a second time?
  
7. What is the most likely inferential question the reader would ask after reading paragraph 7?
  - A Was Emmett Seeley's mother proud of her son?
  - B How did Emmett get so many awards?
  - C When did Emmett get his first award?
  - D What did Emmett do with his awards?
  
8. What is the most likely inferential question the reader would ask after reading paragraph 8?
  - A How did Emmett Seeley hurt his legs?
  - B What is a Chickasaw man?
  - C Where was World War II?
  - D How long was Emmett in World War II?

*Answer the following questions.*

- 9. Select the best inferential question from paragraph 9?
  - A Did Emmett like to coach?
  - B How many players did he coach?
  - C How many baseball teams did Emmett Seeley coach?
  - D Where did he coach?

10. Write an inferential question about this reading selection.

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**Essential Question:** *Explain how making inferential questions has a positive effect for readers.*



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**4.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.**

## Vocabulary

<b>affixes</b>	one or more letters attached before or after a root word to modify its meaning
<b>Latin roots</b>	the smallest part in a word
<b>Latin stems</b>	the letters of a word without affixes

## Real-World Connections

Words, roots, and stems sound like a weird or strange collection of things to be together. In the vocabulary box at the top of this page is another word that should be added to the group. The word is affixes. Because the words in the lesson seem an odd combination, it helps to think about a tree and its parts. By visualizing a tree with roots, a trunk, and branches, it is much like the way words begin, grow, and change. Words can change in their relationship to other words. Online pictures of language trees come in all colors and shapes. Many language textbooks and dictionaries have pictures of language-family trees. English is one small limb on the imaginary tree. Other words from other languages have become a part of the English vocabulary, and some word parts from the Latin language are parts of English vocabulary words. Because words grow and change, a language tree is usually used to show those growths and changes.



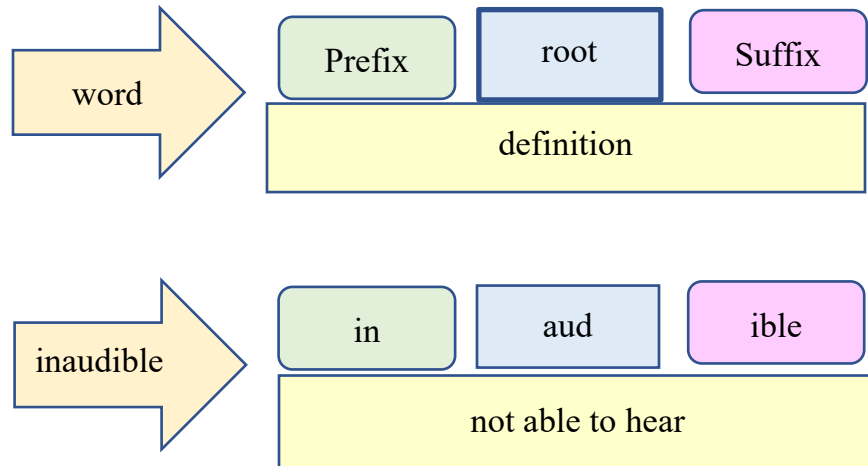
**Lesson (4.4.R.3)**

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

Latin **roots** are the smallest group of letters in those languages that may or may not have meaning in English. The roots usually need other parts added to them to make an English word. The **Latin stems** may have more parts than the root but are without word changing affixes. **Affixes** are Latin syllables that when added to the root or stem, change the word or make a new word. That is much to think about in describing how English grew on the word tree. Seeing the words in a diagram may make the operation on one word appear simple. The same operation can be made on many multiple syllable words.

There are two kinds of Latin affixes. The affix added to the front of the word is the prefix, and the affix added to the end of the sentence is the suffix. A prefix changes the meaning of the word without changing the spelling of the rest of the word. It can make the word become negative – *unhappy*. It can show repetition – *remake*. It can show position – *submarine*.

A suffix may change a word’s meaning – *likeable*, show a verb tense – *waited*, or change a word’s part of speech – *slowly*. Usually the root word’s spelling stays the same unless it has one syllable. In one syllable words ending with a single consonant, double the last letter then add the suffix – *running*.





## Chart of Latin Word Parts (continued)

PREFIX	MEANING	EXAMPLE	SUFFIX	MEANING	EXAMPLE
ad-	to attach to	admit	-able, ible	can be	likeable
bi-	two, twice	biannual	-duc	to lead	produce
dis-	apart, away	dissolve	-er	one who does	skater
dorm-	to sleep	dormitory	-ify	makes verbs	purify
in-	not	inflexible	-ation	makes nouns from verbs	creation
inter-	between	intercept	-men	makes nouns from verbs	statement
non-	not	nonfiction	-ity	tends to	massive
pro-	before, forward	progress	-ly	makes an adverb	happily
re-	back, again	redo	-de	away from	depart
semi-	half	semicircle	-ago	forms nouns	
sub-	below, under	subway	-ment	makes nouns from verbs	government
super-	above, over	superior	-or	one who does	survivor
post-	after	postdate	-ous	full of	adventurous
pre-	before	prepay	_ness	state of being	sadness
trans-	across, beyond	transatlantic			
tri-	three	triangle	-ship	state of	penmanship

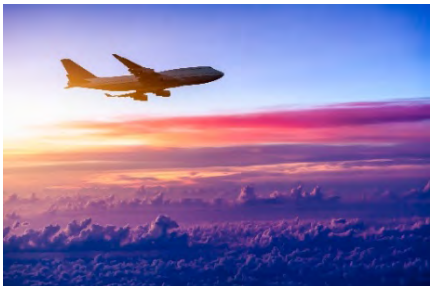
## Now Try It

1. The word *famous* has a Latin root meaning \_\_\_\_\_ and a Latin suffix meaning \_\_\_\_\_.
2. Before children learn to write, they scribble which comes from the Latin root \_\_\_\_\_.
3. Our teacher is bilingual, a word that comes from the Latin prefix *bi* meaning \_\_\_\_\_ and *lingua* meaning \_\_\_\_\_.
4. If a class is studying the intelligence of the octopus, and learned it was named for the number of its arms. which comes from the Latin root *oct* meaning \_\_\_\_\_.

Read the selection. Then answer the following questions.

### Will Rogers World Airport

1. Airports must have names. Most of them have the name of their location, which makes it easy for travelers to know where they are when having a stop at an airport on the way to their destination. Some airports are named for interesting places or famous people. Oklahoma's airport is one of those named after a famous personality who at one time was well known throughout the United States. The man was Will Rogers from Oologah, Oklahoma.
2. Since many young people do not know about this legendary cowboy, or why he was famous, this is his story.
3. Will Rogers, the man for whom the airport was named, grew up on his family ranch in Oologah, Oklahoma. He worked cattle and learned and relearned to lasso with a rope. He was proclaimed the "Roping Cowboy," and traveled to many places around the country performing roping tricks. However, it was his paternal influence in politics that made him famous.
4. Through his skills and personality, Rogers achieved much in his life. He performed in silent movies and on stage as a political humorist. He flew around the world three times. Because of his joy in flying, he and his friend professional pilot Wiley Post made a trip to Alaska. It was a misfortune for both. However, both men had lived to accomplish much in their lives.
5. The airport began on a farmland, a place that was a beginning much like Rogers. In 1910, it was a tent-hanger in what is now the Capital Hill district in south Oklahoma City. It then moved to the area that has become the Oklahoma Governor's Mansion, but by 1911, the Oklahoma City Municipal Airport opened. The current name and major expansion on the airport was named in honor of Will Rogers.



Answer the following questions.

5. Based on the syllable *-ous* added to the word *fame*, what is the best definition of the word *famous* from paragraph 2?
  - A recognized for accomplishing much
  - B people no longer alive
  - C the oldest person in a family
  - D a good friend to your family
  
6. What part of the word *relearned* is the Latin prefix meaning *again*?
  - A learned
  - B learn
  - C -ed
  - D re-
  
7. With the addition of the Latin prefix *pro*, which means *forward* or *for*, the word *proclaimed* as used in paragraph 3 means
  - A for some.
  - B publicly announced.
  - C secretly awarded.
  - D quoted as.
  
8. Based on the Latin word *legenda*, which means *that which should be read*, the word *legendary* from the selection means an important
  - A event.
  - B time.
  - C place.
  - D story.

Answer the following questions.

- 9. What is a Latin stem?
  - A a word part that has one affix
  - B a word part that has two affixes
  - C a word part without any affixes
  - D a word part too large for an affix

10. Explain how a student can decode an unknown word in a selection.

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**Essential Question:** *Explain how breaking a word into its parts helps in knowing the meaning of the word.*



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Read the selection. Then answer the following questions.

### The Treasure in the Great Salt Plains

1 “Go to the Great Salt Plains?” I asked. You know what vision came to my mind. Table salt is white, tiny, crystals that are very thin. I thought I would see that kind of salt spread on the flat ground because plains means flat ground. As we traveled to the northwest corner of Oklahoma, I looked at the ground for some salt. Near the town of Cherokee, I thought the ground became flatter.



2 The Great Salt Plains State Park is open from April 1 through October 15, and is free for all ages. I am glad my parents knew when to come and to bring our own equipment. Dad opened the trunk to get shovels, buckets, towels, sunglasses, and sunscreen for all us. I noticed he had different sizes of buckets. At first, I thought a big bucket would be best, but I took a small shovel and grabbed my lunch. Mother had a cart on wheels that carried most of the other stuff and bottled water.

3 Diggers can dig and take ten pounds of salt crystals per day. We learned more about the ground that was covered with dirty, white like salt substance. This was not at all what I had expected.

4 At one time, this area is believed to have been covered or submerged in sea water. Oklahoma may not be the world’s largest salt plain, but it is the closest for us to visit.

5 The scientific name for the crystalized form of gypsum is selenite crystal. About two feet under the surface, ground water flows through the salt filled sand. When the water evaporates, the white, thin layer of salt substance covers the ground surface.

6 We used our hands to feel gently along the sides and bottom of the hole we dug. My crystals were brownish. We were told that the mineral Iron can make the crystal that color.

7 Now, it is cleaning time. Selenite is sensitive to water, and will break and dissolve easily. After their light bath, we carefully tapped them with a towel. The law does not allow crystals from the refuge to be sold, so ours will be pretty reminders of our trip to the Great Salt Plains of Oklahoma.

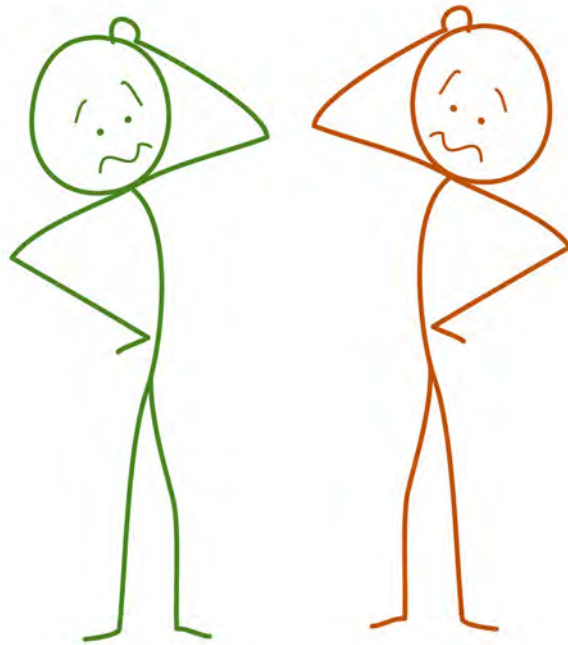


**Independent Practice (4.4.R.3)**

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

*Answer the following questions.*

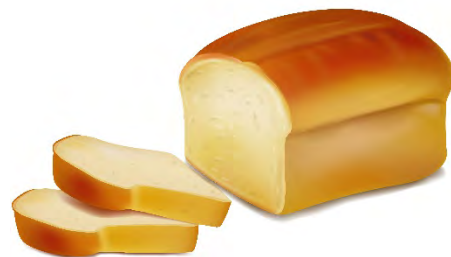
1. Based on the Latin root *risio*, which means *see*, the word *vision* as used in paragraph 1 means
  - A look.
  - B sight.
  - C glasses.
  - D yes.
  
2. In paragraph 2, the word equip with the Latin suffix *-ment*, which changed the verb to a noun *equipment*, means
  - A thoughts about certain things.
  - B plans for a certain thing.
  - C ideas for a project.
  - D things needed for a reason.
  
3. The Latin prefix *sub*, which means *under* or *below*, when added to the root in *submerged* as used in paragraph 4 means land
  - A under sea water.
  - B by the sea.
  - C on the water.
  - D covering the sea.



Read the selection. Then answer the following questions.

### Twist Tie Machine

- 1 Maysville, Oklahoma, in Garvin County has an unusual small-town history of an interesting invention. The fertile Washita River valley was an attractive area for pioneers as Oklahoma Territory was opened for settlers. Maysville now has a population of 1,232 according to the last federal census.
- 2 Since the first Burford family began farming the land in 1895, they have contributed to the area. Earl Burford was an enterprising young farmer when he saw a need for a better way to move standing stalks of hay into the barn. Today, workers in the hay fields can be thankful for inventions of the past.
- 3 After Earl invented a successful rolling stalk cutter that lifted hay into moving trucks, he continued to look for ways to be more efficient. He dreamed and invented a machine that lifts hay bales into the barns. Farmers suffered a loss of hay in bales and a loss of worker's time because the bales were falling apart. It was Earl who saw the problem and solved it with his invention of a wire process that wrapped and tied around the bales of hay keeping the hay in bales instead of scattering in the wind. Meanwhile, Earl taught his son Charles the value of giving *your word* in a business deal. That trust is a family tradition that continues in 2019. Earl and Charles sold the patent on the automatic wire-tying machine to International Harvester Corp, but the concept of the twist tie stayed with the Burfords.
- 4 In 1961, the father-son pair invented the first "twist tie" machine. Their purpose was to cut the manual labor of closing bread wrappings. Since that first patent on the concept of twist tie, the company has patented 12 more bread twist tie machines.
- 5 Twist tie did not end the inventive ideas for the company. One invention puts poppy seeds on buns, and another makes the split top for bread loaves. A bakery in Spain called the Burford's with a problem that was destroying their business. Their baked goods were not arriving in whole packages when shipped to neighboring countries. Other inventors gave up on solving the problem, but not the rural company in Maysville, Oklahoma. The Burford family invented a heat seal for wrappings that is tamper proof.



- 6 All of this business happens in south central Oklahoma in a unique quiet small community. The genius of an inventor is in an ability to see a way to improve or meet a need. However, it is knowing that honesty, hard work, and fairness in all you do is the real key to success. “Those values are just as important today as they were back then, and we follow them today,” said C.B. Burford II of Plano, Texas.





*Answer the following questions.*

5. Which information is most relevant on the wire tying hay baler?
  - A type of hay being baled
  - B types of cows that eat hay
  - C types of trailers that deliver hay
  - D types of wire to tie the bales of hay
  
6. Which information would be most relevant on the twist tie invention?
  - A What types of bread use twist ties?
  - B Why are there different twist tie machines?
  - C Where to put used twist ties?
  - D Who does the most work on the twist tie machine?
  
7. On the internet search for Earl Burford's various inventions, the following statements are true except:
  - A All sources of information need to be evaluated to determine their reliability.
  - B Results can be ordered by relevance or date.
  - C Official sources of information can be anywhere on the web browser.
  - D All patented invention results are always relevant and reliable.
  
8. The most likely purpose to search the internet for Earl Burford's various inventions is to be
  - A persuaded.
  - B informed.
  - C entertained.
  - D directed.



*Answer the following questions.*

9. To learn about employment at the Burford Company, which would be the most relevant information?

- A an interview with the CEO of the Burford Company
- B an interview with the local bakeries
- C an interview with the local horseshoeing company
- D an interview with the neighbors around the company



10. Explain the types of research sources to use in looking for information on an invention.

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**Essential Question:** *Explain what makes an online source reliable.*



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# 4<sup>TH</sup> GRADE

# COMPREHENSIVE ASSESSMENT

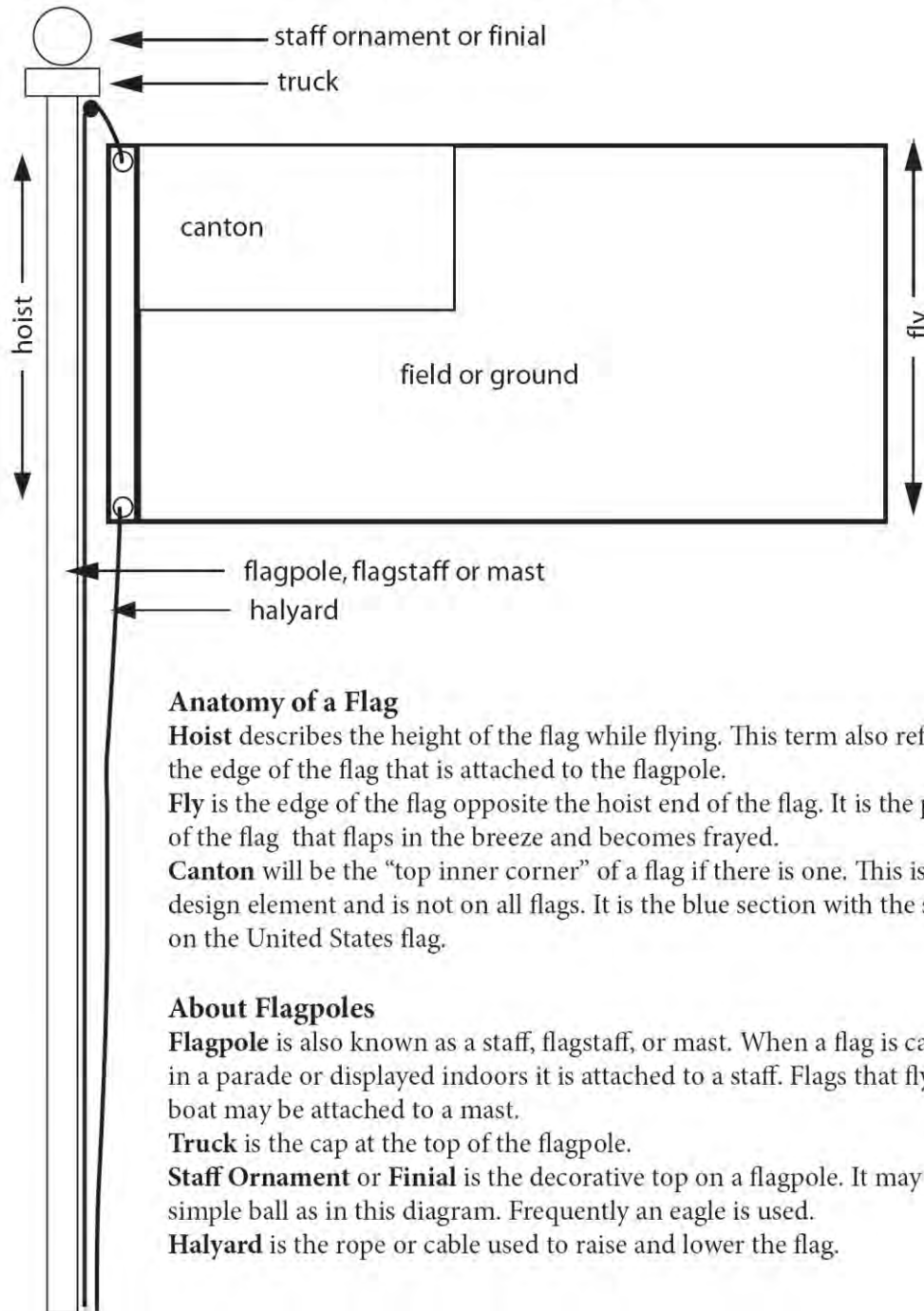
Read the selections. Then answer the questions that follow.

### The Oklahoma Flag

- 1 Oklahoma became a state in 1907. Four years later, the first state flag was approved by the legislature. The flag was solid red with a white star in the center. The star had a blue numeral 46 in the middle because Oklahoma became the forty sixth state.
- 2 This flag became unpopular after the 1917 Russian Revolution. The red flag looked too much like the red communist flag. In 1924, the Daughters of the American Revolution held a statewide contest to choose a new flag.
- 3 Mrs. Fluke was born Louise Funk in Arkansas in 1900, but as a young girl moved with her family to Shawnee, Oklahoma. She studied art as a young girl. She studied art at the Chicago Art Institute and returned to Oklahoma, and married George Fluke, Jr., in 1924.
- 4 After hearing about the flag design contest, Mrs. Fluke didn't just draw a design. First, she did some research, by visiting with the secretary of the Oklahoma Historical Society, and she studied Native Oklahoma history because she wanted to create a flag that represented the history of the state.
- 5 The flag she designed has a blue field symbolizing loyalty. The color blue came from the flag of the Choctaw Nation.
- 6 Next, she chose an Osage War Shield to be in the center of the flag. It is a traditional bison-hide shield, which represents defense of the state.
- 7 A Calumet peace pipe, and an olive branch are crossed over the shield. These stand for a united people living in peace. The six crosses on the shield represent stars, which are a common theme in Indian art. The shield is also decorated with seven eagle feathers.
- 8 On April 2, 1925, Fluke design was selected the best, and it became the official flag of the state of Oklahoma. However, the flag had a major addition in 1941. The word Oklahoma was added under the center shield. In 1988, the legislative resolution HCR1110 defined the colors on the flag. There is still more information about the flag. A Boy Scout leader worked with his representative in the house who had that resolution added to the statutes in 2006 (25 os § 91) to keep the colors true to the original design. Louse Funk Fluke became the Betsy Ross of Oklahoma. Her talent and studies helped her create a flag that gives all Oklahomans a sense of pride.

Read this related passage. Then answer the questions that follow.

**Parts on a Flag and Staff**



**Anatomy of a Flag**

**Hoist** describes the height of the flag while flying. This term also refers to the edge of the flag that is attached to the flagpole.

**Fly** is the edge of the flag opposite the hoist end of the flag. It is the part of the flag that flaps in the breeze and becomes frayed.

**Canton** will be the “top inner corner” of a flag if there is one. This is a design element and is not on all flags. It is the blue section with the stars on the United States flag.

**About Flagpoles**

**Flagpole** is also known as a staff, flagstaff, or mast. When a flag is carried in a parade or displayed indoors it is attached to a staff. Flags that fly on a boat may be attached to a mast.

**Truck** is the cap at the top of the flagpole.

**Staff Ornament or Finial** is the decorative top on a flagpole. It may be a simple ball as in this diagram. Frequently an eagle is used.

**Halyard** is the rope or cable used to raise and lower the flag.

## Questions 15 – 20 are for “The Oklahoma Flag.”

15) Which visual information would best supplement this selection?

- A a photo of Mrs. Fluke
- B a graphic of the Oklahoma flag
- C a map of the battles of Oklahoma
- D a picture of the Oklahoma Historical Society

4.6.R.2

16) In paragraph 2, *un* in unpopular means to be

- A most.
- B more.
- C some.
- D not.

4.4.R.3

17) Choose the pronoun for the word *flag*.

- A it
- B someone
- C you
- D I

4.5.R.2

**Questions 21 – 24 are for “Parts of a Flag and Staff.”**

**21) The section has subheadings to**

- A describe the main idea of the section.
- B draw attention to specific information.
- C show which sections are the longest.
- D show when the section was written.

4.6.R.2

**22) In the section “Anatomy of a Flag,” canton means**

- A edge of flag next to the pole.
- B cable to raise the flag.
- C design on the flag.
- D top inner corner.

4.4.R.2

**23) The most important fact from this selection is**

- A some flags have no design.
- B each part of a flag has a name.
- C a flag can fly from either side.
- D the truck pulls the flag to the top of the pole.

4.3.R.6

24) The author includes a diagram of the flagpole to show

- A the correct way to fly a flag.
- B how to buy a flagpole.
- C the parts of a flagpole.
- D how to use a flagpole.

4.6.R.2

Questions 25 – 27 are for both selections.

25) The “Oklahoma Flag” and “Parts of a Flag and Staff” are both

- A literary text.
- B about the Oklahoma flag.
- C informational text.
- D about changing the flag’s colors.

4.2.R.2

26) What is the difference between “Anatomy of a Flag” and “About Flagpoles”?

- A “Anatomy of a Flag” discusses parts of a flag, and “About Flagpoles” discusses parts of the flagpole.
- B Both sections talk about parts of a flag.
- C Both sections talk about parts of a flagpole.
- D One section talks about the Oklahoma flag and the other section talks about the Arkansas flag.

4.2.R.2



Read the selection. Then answer the questions that follow.

### Rules of Civility

“Mrs. Smith, if you didn’t have computers and calculators when you were in elementary school, how did you do any schoolwork?”

“Jeff, are you trying to get me off my lesson plans for English, or do you really want to know?” Jeff has a way of trying to redirect the class lesson.

“Well, how about George Washington? What do you think he had to do in his English class?” Jeff continued.

“Glad you asked, we’ll look at a lesson he had one day.” Mrs. Smith said. “It seems that sometime between the ages of 14 and 16 young Washington had a penmanship lesson of which he copied 101 rules of civility and decent behavior in company and conversation. They were originally written by French Jesuits in 1595. Washington not only wrote them, but he practiced them the rest of his life. His school exercise books are in the Library of Congress in Washington D.C.”

The first 15 rules are as follows:

- 1<sup>st</sup>. Every Action done in Company ought to be with Some Sign of Respect
- 2<sup>d</sup>. When in Company, put not your Hands to any Part of the Body not usually Discovered.
- 3<sup>d</sup>. Shew Nothing to your Friend that may affright him.
- 4<sup>th</sup>. In the Presence of Others sing not to yourself with a humming Noise, nor Drum, with your Fingers or Feet.
- 5<sup>th</sup>. If you Cough, Sneeze, Sigh, or Yawn, do it not Loud, but Privately; and Speak not in your Yawning, but put your handkerchief or Hand before your face and turn aside.
- 6<sup>th</sup>. Sleep not when others Speak, Sit not when others stand, Speak not when you should hold your Peace, walk not when others Stop
- 7<sup>th</sup>. Put not off your Cloths in the presence of Others, nor go out of your Chamber half Drest.

8th. At Play and at Fire its Good manners to give Place to the last Commer, and affect not to Speak Louder than ordinary.

9th. It is impolite at play, or at the fireside, to make the new-comers wait for places too long.

10th. When you Sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them

11th. Shift not yourself in the Sight of others nor Gnaw your nails.

12th. Shake not the head, Feet, or Legs rowl not the Eys, lift not one eyebrow higher than the other wry not the mouth, and bedew no mans face with your Spittle, by appr[oaching too nea]r [when] you Speak.

13th Kill no Vermin as Fleas, lice ticks &c in the Sight of Others, if you See any filth or thick Spittle put your foot Dexteriously upon it if it be upon the Cloths of your Companions, Put it off privately, and if it be upon your own Cloths return Thanks to him who puts it off

14th. Turn not your Back to others especially in Speaking, Jog not the Table or Desk on which Another reads or writes lean not upon any one.

15th. Keep your Nails clean and Short, also your Hands and Teeth Clean, yet without Shewing any great Concern for them

“Jeff, do you think these rules would be a good lesson for our class”? Mrs. Smith was not surprised when Jeff sat with his mouth open in amazement.

40) What is the structure of the passage “*101 rules of civility and decent behavior in company and conversation*”?

- A cause/effect
- B description
- C problem/solution
- D sequential

4.3.R.7

41) What is the most likely reason George Washington chose to copy the “*101 rules of civility and decent behavior in company and conversation*” as a young boy?

- A He had to have lessons on penmanship.
- B He had an idea to impress his mother with his hard work.
- C He was paid to make copies for the Library of Congress.
- D He thought they were important rules for all people to keep.

4.3.R.1

42) What is the best summary of the first rule?

- A When you are with anyone, your actions, words, and attitude should show your respect for others.
- B Everything you do should be to in your best interest because you never know who can help you.
- C It makes you look good if you act nice.
- D Everything you do in public is going to be important to your career as an adult.

4.2.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 Paragraph Organizer**

**I.** Hook – catch reader’s interest

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**II.** Topic Sentence

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**III.** Main idea – what readers will remember

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**IV.** Supporting details – how readers remember

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**V.** Conclusion – why readers should remember

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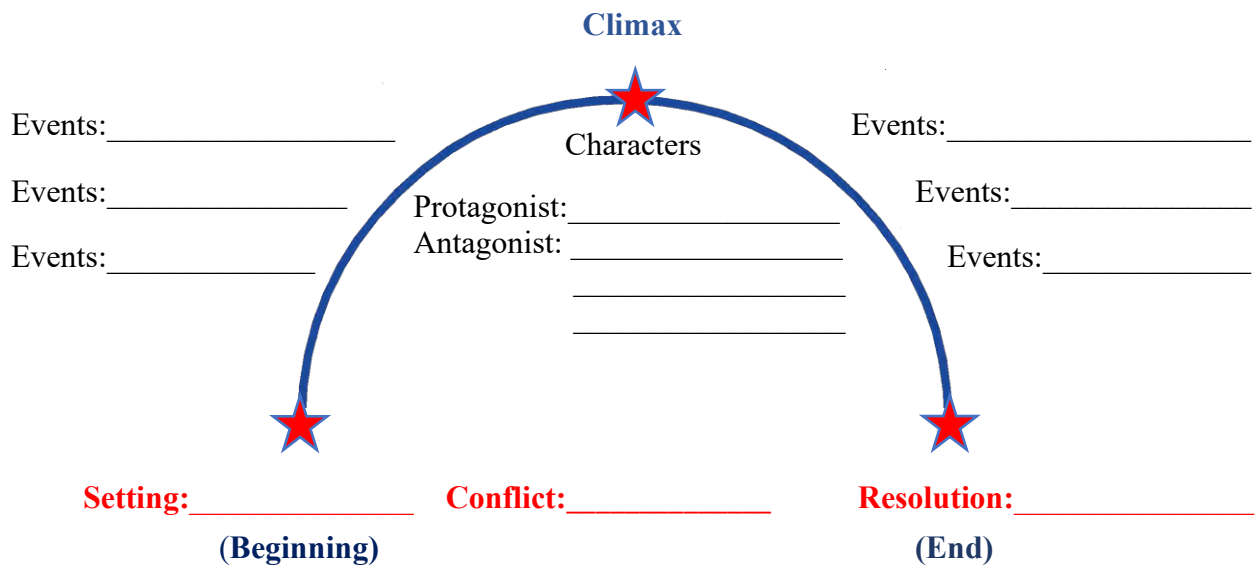
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# Writing Supplements

## Plot Curve

Title of Literary Text: \_\_\_\_\_

Author(s): \_\_\_\_\_



Genre: \_\_\_\_\_

Theme: \_\_\_\_\_

## **Glossary - Grade 4 OAS English Language Arts Vocabulary**

**abstract noun** - unseen nouns (e.g., ideas, emotions) (3.5.R.2)

**accuracy** - that which is correct

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

**adjective** - words describing nouns as in size, shape, or color (3.5.R.2) (4.5.W.2)

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

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

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

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

**Anglo-Saxon roots** - borrowed words from the 5<sup>th</sup> century England (Old English) nouns ending in letter *n* (3.4.R.3\*)

**Anglo-Saxon stems** - borrowed letter sounds from the 5<sup>th</sup> century England (Old English) (3.4.R.3\*)

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

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

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

**apostrophes** – mark showing possession or contraction (3.5.W.5) (4.5.W.3)

**articles** (as adjectives) - a, an, the; words 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)

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

\*indicates a power standard

## **Glossary - Grade 4 OAS English Language Arts Vocabulary**

**capitalize** – uppercase letter, begins a word (3.5.W.3) (4.5.W.4)

**captions** - brief explanations of graphic feature (3.6.R.2) (4.6.R.2)

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

**cause/effect** – pattern of text structure (4.3.R.7)

**character** - persons, animals, or creatures appearing in a literary plot (3.3.R.3) (4.3.R.3)

**characterization** - way in which an author gives information about the characters (3.3.R.3) (4.3.R.3)

**charts** - table, graph, or diagram of information (3.6.R.2) (4.6.R.2)

**chronological sequence** - (4.3.W.1)

**citation** - credit a source (3.6.W.2) (4.6.R.2)

**clause** – group of words with a subject and a predicate

**climax** – exciting, turning point, close to end of a story (4.3.W.1)

**colon** - similar to an equal sign in math; comes in front of a list or explanation (3.5.W.7) (4.5.W.8)

**comma** - punctuation that means pause (3.5.W.6) (4.5.W.7)

**compare** - see how things are alike (4.2.R.2\*)

**comparative adjective** - describing words comparing two or more things, people, or ideas (4.5.R.2)

**comparative adverb** - adverbs comparing actions of two or more actions (4.5.R.2)

**complete predicate** - verb word and all words making the verb clearer to students (3.5.R.2)

**complete subject** - subject with all words that tell about the subject (3.5.R.2)

**complex contraction** - double word contractions (e.g., *I'd 've* for *I would have*) (3.5.W.5)

**compound sentence** - two independent clauses joined by a coordinating conjunction or a semicolon (3.5.R.1) (4.5.R.1)

**concrete noun** - noun that can be tasted, touched, seen, heard, smelled (3.5.R.2)

\*indicates a power standard



## **Glossary - Grade 4 OAS English Language Arts Vocabulary**

**informational text** - text that informs readers about an event or subject (3.2.R.4\*) (4.2.R.4\*)

**interjection** - words showing strong emotions (4.5.R.2)

**interpretation** - personal explanation of or about anything (4.3.R.4)

**interrogative sentence** - a request for an answer in a writing (3.5.W.1) (4.5.W.1)

**interview** - to question for the purpose of finding out specific information (4.6.R.1)

**irregular possessive noun** - a plural noun that does not follow regular rules (4.5.R.2)

**irregular verb** - actions or state of being words not following regular formation rules (4.5.R.2)

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

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

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

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

**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)

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

**logical** - reasoning with truth and facts (3.2.W.2) (4.2.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\*)

**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\*)

\*indicates a power standard

## **Glossary - Grade 4 OAS English Language Arts Vocabulary**

**multiple-meaning word** - a word that has more than one unrelated definition (3.4.R.2\*) (4.4.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.R.2\*) (3.3.W.1) (4.2.W.1)

**narrator** - storyteller (3.3.R.2) (4.3.R.2)

**nonfiction text** - true facts on any topic (3.2.R.4\*) (4.2.R.2\*)

**noun** - names a person, place, or thing (3.5.R.2) (4.5.W.2)

**novel** – a long fictional story (3.2.R.2\*)

**objective summary** - short explanation of something without opinions or unnecessary details

**onomatopoeia** - words that focus solely on the sense of hearing; the use of words that mimic the sound they describe (3.3.R.4) (4.3.R.4)

**opinion** - something which cannot be proven; what someone believes (3.3.R.6) (4.3.R.6)

**organize** - arrange or establish an order (3.2.W.1)

**paragraphing** – dividing text into parts of information (3.2.W.1) (4.2.W.1)

**paraphrase** - put something into one's own words clarifying the statement using simpler words

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

**past participle verb** - third form of verb uses have/has/had with verb word (4.5.R.2)

**periods** - end mark for statement sentences (3.5.W.4) (4.5.W.5)

**personal pronoun** - a particular person noun (3.5.R.2)

**personification** - to give human thoughts, feelings, and characteristics to animals or other objects such as nature (e.g., The tree lifts its arms to the sun.) (3.3.R.4) (4.3.R.4)

**persuade** – writing that provides opinion and facts to cause a change (3.3.R.1) (4.3.R.1)

\*indicates a power standard

## **Glossary - Grade 4 OAS English Language Arts Vocabulary**

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

**tense shift** – verb expressing a particular time followed by a verb expressing a different time

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

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

**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)

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

**transition** - words that connect ideas, sentences, or paragraphs (3.2.W.2) (4.2.W.2)

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

**verbal** – verb form functioning in a sentence as a noun, an adjective, or an adverb

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

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

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

**vocabulary** - words connected to knowledge, concepts, and processes in a language (3.4.R.5\*) (4.4.R.5)

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

\*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