



ALPHA PLUS

TEACHER'S GUIDE

SUCCESS **OAS**
with
Oklahoma Academic Standards



English Language Arts **6**

SUCCESS *with* OAS

ELA 6 by Sharon McSpadden

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*indicates a power standard

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*indicates a power standard

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

The Oklahoma Academic Standards (OAS) for English Language Arts (ELA), which were adopted by the Oklahoma State Department of Education (OSDE) in 2016 and revised in 2021, serve as grade-level expectations for what students should learn and be able to do by the end of each school year. This book is written to help students achieve these goals by providing teachers with content-lessons aligned to state subject-matter standards.

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

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

Standards and objectives taught in this book are those that will be measured by the Oklahoma School Testing Program (OSTP). Each reading lesson is written to explicitly address one of those objectives. Alpha Plus identifies power standards based on the required number of assessment items per standard in the OSTP blueprint. In the table of contents and the glossary, power standards are identified with an *.

Teacher’s Guide structure:

- OAS objective number and content
- Vocabulary
- Answer Key
- Lesson as in Student Book
- Lesson Extension
- Writing Objective number and content
- Comprehensive Assessment
- Glossary
- Sources (Graphic and Selection)

Student Book structure:

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

Explanation of Components

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

Vocabulary: Key words within the objectives.

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

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

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

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

Glossary: Entry word and definition are followed by objective number when introduced; academic vocabulary words are included without specific objective numbers.

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

Listening, Speaking, and Writing: Addressing all OAS in the integrated ELA classroom is a real-world experience encompassing the daily routine of most students. Due to the recursive dependency of all ELA standards and objectives on comprehending the OAS in other disciplines the following goals may be adapted for every ELA lesson.

- Listening:**
1. All grades identify listening/discussion rules to be observed.
 2. Learn to hear and identify component of a lesson during teaching and recapping.
 3. Repeat essential elements of verbal instruction.

- Speaking:**
1. Gain confidence in requesting information.
 2. Learn to structure complete relevant questions.
 3. Gain confidence to speak in a group.

Writing:

One method of combining all three strands of ELA is with peer editors:

1. Every student makes a 5 to 6 letter password shared with the teacher but kept private at school.
2. Teacher selected writing assignments are coded with the password rather than name.
3. Teachers collect and distribute selected writing assignments to peer editors who add “edited by (insert password).”
4. Editors listen and repeat which one or two elements are to be edited.
5. As a speaking/listening activity, the editors may have the opportunity to read the edited assignment to the class for an over-all assessment of the assignment.
6. Teachers have two grades per each selected writing assignment.
7. Another suggestion is that each analysis of any assessment begins with one or two positive comments followed by a maximum of two constructive suggestions.
8. If this method proves to be a problem for any student, please alter or discontinue the method. However, the method helps each child obtain listening, speaking, writing, and reading skills that are not only recursive but life-long skills.

These goals may be developed with games and active discussion, or creative methods developed by talented teachers.

Style and Reasons

- Success with OAS primarily follows The Chicago Manual of Style®, which is commonly used in college and is similar to MLA® style required by most high school teachers. The Oklahoma Academic Standards specify use of “a formal style” of writing and “correct usage of Standard English” in the standards.
- Third-person point of view is used to introduce students to formal writing and academic research components. The Oxford or series comma and other conventions of punctuation are used to support “an organized structure and a formal style” as required in the standards.
- Open-ended questions, though difficult for teachers to grade quickly and return within the learning-curve period of time, are an opportunity for teachers to stress writing objectives. Teachers should require all answers to be in complete sentences. Students can practice short, concise sentences to demonstrate mastery in writing and in reading based on principles in Spalding’s book *Writing Road to Reading*.
- Selections may have sentences with errors. An incorrect sentence should re-appear in a question. Selections are commissioned or authentic, following OSDE Test and Item Specifications. The selections meet those requirements in the comprehensive assessment.

- This book is presented in numerical order to match the *Oklahoma Academic Standards (OAS)*. It is written for Oklahoma teachers and addresses only the OAS, with passages about Oklahoma to teach the standards. Selections cover topics from historical events and well-known Oklahomans to the state's geographical landscape.

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

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

Editor's Note: The following poem is from a former student of many years ago. She did not become a teacher, but she witnessed the frustration educators experienced with the lack of funding for programs that would enhance student learning. As a very perceptive student, Peggy knew she was more important to her teacher than working conditions. These words are the reward of long days and seemingly endless in-service meetings.

Let Me Remember

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

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

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

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

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

Let me remember - - -
I cannot fix everything.

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

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

Peggy Brooks Hayes

6.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

Vocabulary

analyze	examine carefully as in study it carefully
fiction	stories from an author's imagination
genre	literary category used to classify works, usually by form, technique, or content
nonfiction text	true facts on any topic
poetry	patterned form of writing that usually contains rhyme and rhythm

Real-World Connections

Decisions, Decisions, Decisions - what cookies should the class buy from the bakery to sell and make a profit at the school carnival? The cookies must come from a bakery to meet the health code regulations recently established by the school board. That means the cost of the cookies will cut into the profits once they are sold at the carnival. The classroom teacher thinks the students should make the decision on which cookies to buy since their choices will play a big

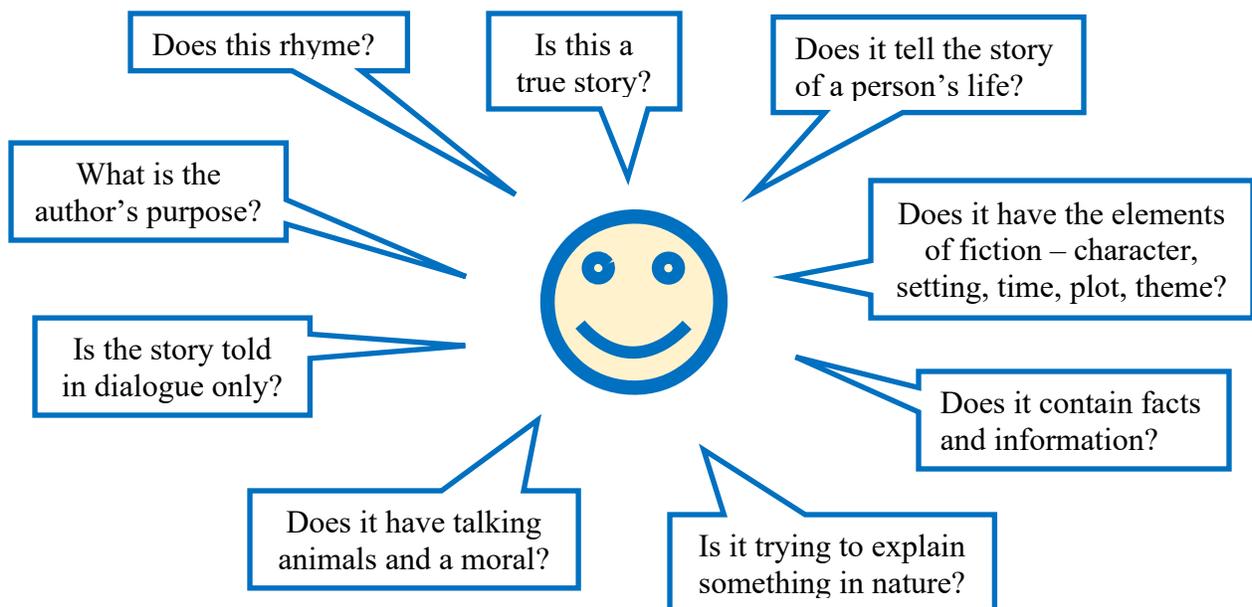


role in whether the cookies are the size, shape, and flavor other students will want to buy. This will also be an opportunity for students to use their new skill of analyzing. The students had been learning how to analyze what they read, and this would be a way for them to see how to use analyzing skills in different ways. This would be a practical hands-on way to see the benefit of analyzing. To **analyze** means examine carefully every part of something; it is a study to learn how the parts work together to achieve or accomplish an intended purpose. Using their analyzing skills, students would see how the different parts of the cookie sale work together to accomplish their purpose for the cookie sale. Earlier, they had determined their purpose was to earn money from selling the cookies for the class skating party, which they had voted to have for a back-to-school party. They had discussed how much it would cost to rent the skating rink and how many opportunities the class would have to raise the money. Now, the class officers had to organize what their peers had suggested. All students would analyze the final plan.

Now, students could use the comparison skills they were learning about different types of literary texts that are stories and different types of **nonfiction** or informational texts that are true accounts. They have learned to look at the parts of a text to see how the parts worked together developing the characteristics of a particular genre or type of writing. By analyzing which cookie would bring the most money, the class officers would make a positive recommendation to their classmates. The officers would use their critical thinking skills.



Although a few flavors of cookies sell quickly, are they the type of cookie that brings the best profit? The inside of the cookie determines the type of cookie, and it determines its appeal to the public. Types of cookies have distinct characteristics due to their ingredients. Similarly, writings have distinct characteristics due to their parts. That is also the reason some types of genres sell to a wider reading audience. Flavor is to cookie as genre is to writings. A **genre** classifies text into five major divisions: nonfiction, fiction, drama, poetry, and multimodal. Within the major genres, definite literary techniques, tones, and types of content, as well as length, make distinct identifiable differences.



NONFICTION
Text that is based on truth and facts with proof.

Informational Text
a text that contains facts and information; also it is known as expository

Biography
a true account of someone’s life written by someone else

Autobiography
a true account of someone’s life written by that person

FICTION
Text that is based on imagination and not necessarily fact.

Short Story
a story much shorter than a novel but still contains the literary elements

Fable
a short story, usually with talking animals, that contains a moral

Legend
a story about a person, place, or event usually with elements of truth that are exaggerated

Fairy Tale
a children’s story about a magical place that usually has a happy ending

Myth
a story devised by an ancient culture to explain a natural phenomenon

DRAMA
A story written to be performed on stage; the story is conveyed primarily through dialogue. Dramas will often include a narrator and stage directions.

POETRY
A patterned form of writing that usually contains rhyme and rhythm; authors tend to rely heavily on literary devices such as imagery, onomatopoeia, symbolism, etc. Poetry is often written in stanzas.

MULTIMODAL COMMUNICATION
Visual communication in print like websites, and billboards, and sign language as well as nonprint such as braille, movies, films, and commercials communicate information both fact and fiction for entertainment. They have similar characteristics to other genres, but are uniquely their own classification.

Readers may choose to read by genre or by a favorite author, and both may offer surprises. Some selections may contain some characteristics of a second genre, and an author may write in more than one genre. John Grisham is a prolific writer of mystery stories, nonfiction books, and books for young people who like to solve mysteries. His success is in entertaining many readers with his mystery stories developed when his own legal training came to the attention of a movie producer who chose to adapt some of his books for the screen. This changed the genre of the literary novel because it has characteristics of visual but not live drama.

Shakespeare is considered the father of English drama by most scholars, and his sonnets in the genre of poetry are in textbooks. The authors considered “the father of a particular genre” receive that title because their works have become the formats followed by aspiring authors who want to copy what has proven to be successful.

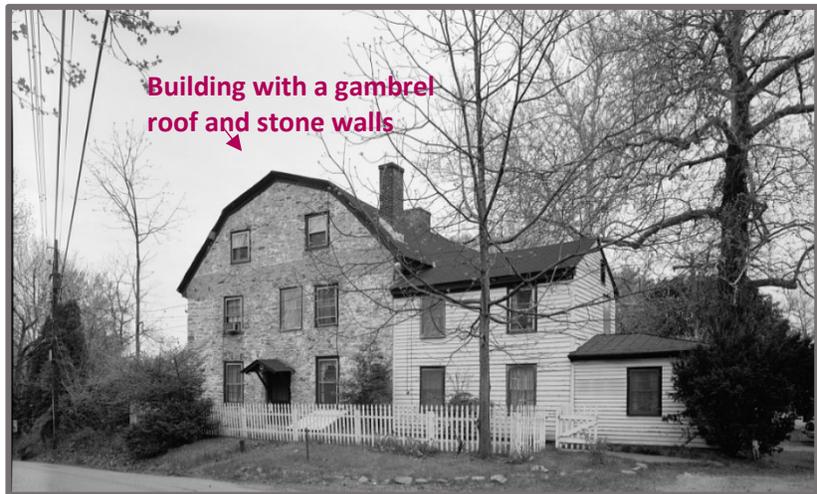
Snippets of Genre Examples

FICTION: Its purpose is to entertain the reader.

Betty’s Ride

A Tale of the Revolution by Henry S. Canby (original spelling and mechanics)

The sun was just rising and showering his first rays on the gambrel-roof and solid stone walls of a house surrounded by a magnificent grove of walnuts, and overlooking one of the beautiful valleys so common in southeastern Pennsylvania. Close by the house, and shaded by the same great trees, stood a low building of the most severe type, whose time-stained bricks and timbers green with

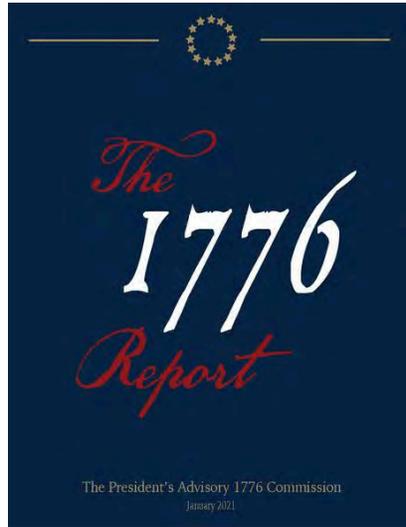


moss told its age without the aid of the half-obliterated inscription over the door, which read, “Built A. D. 1720.” One familiar with the country would have pronounced it without hesitation a Quaker meeting-house, dating back almost to the time of William Penn.

When Ezra Dale had become the leader of the little band of Quakers which gathered here every First Day, he had built the house under the walnut-trees, and had taken his wife Ann and his little daughter Betty to live there. That was in 1770, seven years earlier, and before war had wrought sorrow and desolation throughout the country.

The sun rose higher, and just as his beams touched the broad stone step in front of the house, the door opened, and Ann Dale, a sweet-faced woman in the plain Quaker garb, came out followed by Betty, a little blue-eyed Quakeress of twelve years, with a gleam of spirit in her face which ill became her plain dress.

NONFICTION: Its purpose is to inform.

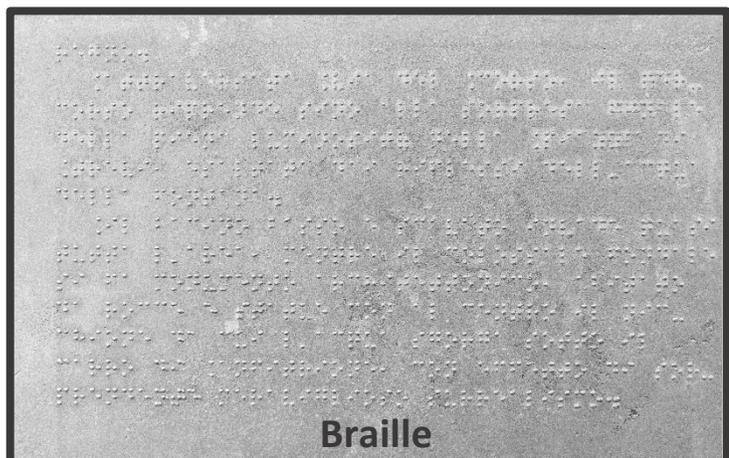


from **The 1776 Report**

The President's Advisory 1776 Commission January 2021

There was no United States of America before July 4th, 1776. There was not yet, formally speaking, an American people. There were, instead, living in the thirteen British colonies in North America some two and-a-half million subjects of a distant king. Those subjects became a people by declaring themselves such and then by winning the independence they had asserted as their right.

MULTIMODAL COMMUNICATION: Its purpose is based on its content and therefore can be to inform, persuade, or entertain.



3.

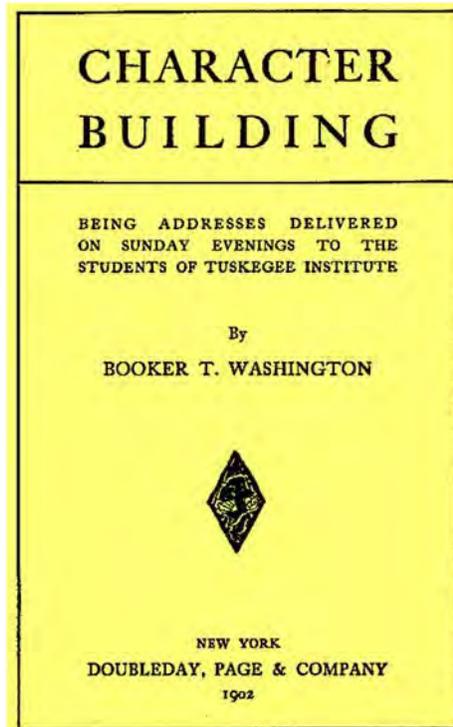
Character Building

by Booker T. Washington

There are quite a number of divisions into which life can be divided, but for the purposes of this evening, I am going to speak of two; the bright side of life and the dark side.

In thought, in talk, in action, I think you will find that you can separate life into these two divisions--the dark side and the bright side, the discouraging side and the encouraging side. You will find, too, that there are two classes of people, just as there are two divisions of the subject. There is one class that is schooling itself, and constantly training itself, to look upon the dark side of life; and there is another class, made up of people who are, consciously or unconsciously, constantly training themselves to look upon the bright side of life.

You will sometimes find two persons who get up in the morning, perhaps a morning that is overcast with shadows--a damp, wet, rainy, uninviting morning--and one of these persons will speak of the morning as being gloomy, will speak of the mud-puddles about the house, of the rain, and of all of the disagreeable features. The second person, the one who has schooled himself to see the brighter side of life, the beautiful things in life, will speak of the beauties that are in the rain drops, and the freshness of the newly bathed flowers, shrubs and trees. Notwithstanding the gloomy and generally disconsolate appearance of things, he will find something attractive in the scene out of doors, and will discover something in the gloomy morning that will cheer him.



Read the selections. Then answer the questions that follow.

Oklahoma's legislators voted this selection to represent the state.

“Howdy Folks”

by David Randolph Milsten

Well, here goes some scribblin' that's a little past due,
But I reckon I'm always a-thinkin' 'bout you.
I've been readin' the papers in my own little way,
And I see where you messed up my last birthday.
Through divine television I caught the dedication
And heard some tributes by a mighty swell nation.
Now that's a powerful nice shack you built on the hill;
But that's just like the Sooners, it gives them a thrill.

I never did nuthin' to cause all that fuss;
And sometimes, folks, I could almost cuss.
But, dern you, I love you, I guess it's my pride
That chokes me all up and hurts me inside.

I heard Jesse, Irvin, Cohan and Fred
And Amon and Eddie, what nice things they said.
I always called Claremore a big little town,
With guys like Mort Harrison and others around.
I see where Joe Crosson winged there for a day;
Remember him, Wiley? We slept all the way.
But I'll tell you the part which touched me the most,
And it ain't like me to speak up and boast.
It was when dear Mary pulled the curtain string
For my act in bronze -- what a homely thing!
But I guess it was sentiment that filled the place,
'Cause my kids kind of cried and I saw Betty's face.
God bless my old partner, she held up her head;
and though none of you heard me, she knew what I said.

And I spied Sister Sally with a shy little glance;
She's all the West means, charm and romance.

Old Jo had a job a-chisslin' my mug;
Why, I got more wrinkles than a Navajo rug.
So you're honorin' Oklahoma with a replica of me --
Move over Sequoyah, for another Cherokee.

Well, much obliged friends, for the money you spent,
And the words that were spoken by our President.

I wish you had erected a memorial to peace;
We'd be happy up here if war talk would cease.

But I ain't ungrateful, I just can't see
Such a hullabaloo 'bout a cowboy like me.

Well, so long folks, it's time to retire;
I got to keep a date with Odd McIntyre.



Guided Practice (6.2.R.2)

Name: _____

Answer the following questions.

1. A reader recognizes the end rhyme of this selection as
 - A ABCDABCD.
 - B ABABCDCD.
 - C AABBCDD.
 - D ABCABCDD.

2. This selection is presented from a/an
 - A autobiographical opinion.
 - B bystander's understanding.
 - C visitor's beliefs.
 - D witness's account.

3. The selection is missing which characteristic of the fairy tale genre?
 - A short lines and stanzas
 - B directions on how to complete a job
 - C only dialogue between characters
 - D characters with magical powers

4. Which characteristics were most likely used to identify this selection's genre?
 - A details about a person's life
 - B gods or goddesses who interact with humans
 - C lines written in stanzas
 - D dialogue to be performed on stage

Read the selection. Then answer the questions that follow.

Her Dreams Were in the Sky

by Rachel Watson

- 1 In 1919, 27-year-old Bessie Coleman was doing nails in a Chicago barbershop. She often read articles about female European fighter pilots in the *Chicago Defender*. She had dreamed of flying for years, and seeing those pilots inspired her to follow her dream. However, there were only five American women breaking into aviation, and being black and Cherokee, Bessie knew she would not be taken seriously and given the chance to be a pilot in the United States. No one else believed she would be able to fly.
- 2 She applied to flight schools across the US, but they all rejected her. If she wanted to fly, she would have to move to Europe, which was too expensive for her to consider. However, her strength to follow her dream is evidenced by her willingness to go to Robert Abbot, the owner of the *Defender*, for help. He was so impressed with Coleman that he not only sponsored her, he also published calls for more sponsors. Finally, after studying French for a year, Coleman attended one of the best flight schools in Europe.
- 3 After graduating, Coleman returned to the US and flew in air shows across the country. Her feats earned her the name “Queen Bess,” and she used her new fame to help others like herself. She refused to fly anywhere that would not allow black people, and planned to open a flight school for black women.
- 4 Sadly, she died before opening her school. Even so, her story inspired many black pilots. One such group, the Tuskegee Airmen, would fly over and drop flowers on her grave every year. By refusing to give up on her dream, Bessie Coleman changed the world for herself and others who dared to make their dreams into realities.



Independent Practice (6.2.R.2)

Name: _____

Answer the following questions.

5. What fact in paragraph 4 supports the author's purpose?
- A the nickname "Queen Bess"
 - B the flower drop by the Tuskegee Airmen
 - C death before opening her school
 - D by helping others become pilots
6. A tall tale is best described as
- A realistic.
 - B factual.
 - C magical.
 - D exaggerated.
7. If a selection is in sentences and paragraphs and has a moral or lesson at the end, it is most likely a/an
- A drama.
 - B fable.
 - C biography.
 - D historical fiction.
8. If a selection contains historically correct information but some undocumented dialog and characters, the genre is most likely a/an
- A fable.
 - B tall tale.
 - C historical fiction.
 - D fairy tale.

Answer the following questions.

1. Read the following.

Oklahoma has the only state capitol in the world with an oil well drilled underneath it.

Identify the sentence structure of the above sentence.

- A simple
 - B complex
 - C compound
 - D interrogative
2. Movies are closely related to which other literary genre?
- A biography
 - B lyrical poetry
 - C drama
 - D fable



In 33 of Oklahoma's 77 counties where the dirt is red, the color comes from the weathering of siltstone, sands, and shale.

3. Read the following.
- What, if any, change should be made to the above sentence?
- A change is red to are red
 - B change is red to was red
 - C change is red to were red
 - D no change
4. How does a reader recognize the point of view in a text?
- A by the quotations within the text
 - B by the pronouns within the text
 - C by the title of the selection
 - D by the genre of the selection

Answer the following questions.

9. All the following are characteristics of most poetry except:
- A It usually contains rhyme and rhythm.
 - B It is written in short lines or stanzas.
 - C It has information about the author's life.
 - D It has figurative language.
10. Select the best supporting fact in an argument for starting school after 8:30 a.m.
- A Not getting enough sleep is common among high school students.
 - B The *American Academy of Pediatrics* recommends that middle schools start at 8:30 a.m. or later.
 - C School buses are seldom on time for students waiting at bus stops, and this causes students to make poor grades.
 - D Starting school later will eliminate students being tardy to school.



Try It: Write five sentences using five different adverbs.

1. _____

2. _____

3. _____

4. _____

5. _____

Underline the verb and circle all adverbs. Example: The race ended too quickly.

1. My dad sings loudly in the shower.
2. The coach is seriously considering a golf team.
3. The class is more interesting than I thought it would be.
4. The weather report is usually right.
5. She is slightly late to every meeting.



Use the chart of interjections and write five sentences expressing the emotions one might hear when school is out for the year.

1. _____

2. _____

3. _____

4. _____

5. _____

Read the selection. Then answer the questions that follow.

Booker T. Washington

Booker T. Washington was born in Virginia in 1856, five years before the Civil War began. He and his mother, Jane, were slaves. As a boy, Washington carried 100 pound sacks of grain to the plantation's mill. Even at such a young age, he endured beatings when his work was considered unsatisfactory. His dream was to go to school. At war's end, his mother married a freedman, and they moved to West Virginia. They were very poor, so Washington continued to work instead of attending school. He used books to teach himself to read and write. He would get up every morning at 4 am to practice and study before work. Washington left home at sixteen and walked five hundred miles to a school in Virginia. He worked odd jobs to make money and "convinced" administrators at Hampton Normal Industrial Institute "to let him attend." He graduated from Hampton in 1875. In 1881, Washington took the job of starting a new school in Alabama for people of his race. Tuskegee University is the school he started. During that time, Washington gave speeches and served as a political advisor to two U.S. Presidents. However, his beliefs about racial injustice were unpopular with the African American community. He believed African Americans could work to earn "financial independence and cultural advancement." These qualities would lead to "acceptance and respect from the white community." In 1901, he was the first African American ever invited to the White House. The fact that he ate dinner with President Theodore Roosevelt also proved controversial. Washington died in 1915, while still serving as the Head of Tuskegee. The following is his address to students entering Tuskegee.



adaptation of "Some Lessons of the Hour"

from ***Character Building Being Addresses Delivered on Sunday Evenings to the Students of Tuskegee Institute***

by Booker T. Washington

Mastering books, industries, or tools does not constitute education. Memorizing passages or writing with skill, is not the supreme aim of education. Them are a way to prepare students for something higher and better. The end of all education, whether of head or hand or heart, is to make an individual good. It is to make him useful, to make him powerful, so he can help others.

Guided Practice (6.5.R.2)

Name: _____

If there is any one lesson we need to learn, it is that each minute of our lives is of supreme value. We are making a mistake when we let a single minute go to waste. Many people, after they have arrived at the ages of sixty, seventy, or eighty, look back with regret. They say, "I wish I could live the years over again." But they cannot. All they can do is to regret that they have wasted precious minutes, precious hours.

Your lives are still before you, to be lived. They will be most successful if they are spent in hard, earnest study and in helpful recreation. Throw none of your time away.

You should also learn the habit of reading. Anyone who learns to love reading good books and the best newspapers and magazines, will be happy. You should get to the point where you will not be happy unless you spend a part of each day this way.

You should learn the habit of being kind and polite to every individual. It is easy to be polite and courteous to those of the same social circle or the wealthy and influential. The true test comes with how you act with someone who is considered uneducated or poor. Learn to speak kindly to every individual. No one loses anything by learning to be polite or to treat every individual with the highest respect.



Guided Practice (6.5.R.2)

Name: _____

Answer the following questions.

1. Read the following.

He and his mother, Jane, were slaves.

Identify the subject and verb in the above sentence.

- A Jane, slaves/were
- B He, mother/were
- C He, his/were
- D He, slaves/were

2. Read the following.

Booker T. Washington was born in Virginia in 1856, five years before the Civil War began.

What change, if any, should be made to the above sentence?

- A change was born to were born
- B change began to began
- C change War to war
- D no change

3. Read the following.

His dream was to go to school

What is the antecedent of the pronoun in the above sentence?

- A Jane Washington
- B slaves
- C Booker T. Washington
- D Hampton Normal Industrial Institute

4. Read the following

Even at such a young age, he endured beatings when his work was considered unsatisfactory.

Identify the sentence structure of the above sentence.

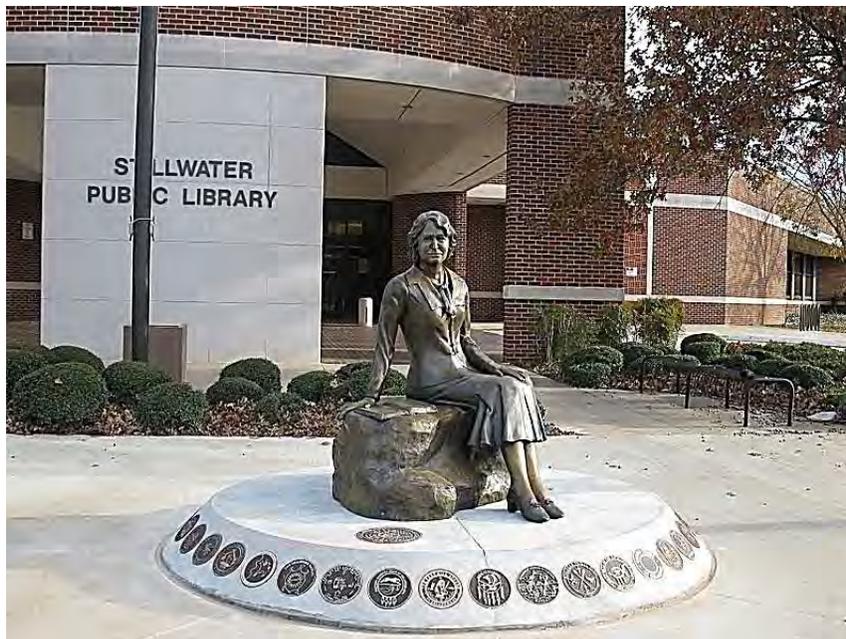
- A compound
- B compound-complex
- C complex
- D simple

Angie Debo: Oklahoma Historian (First Draft)

Angie Debo was born in Kansas, and when she was nine years old, her family traveled by covered wagon to settle in the small town of Marshall, Oklahoma. Angie Debo loved school, but without a high school when she was ready to attend, she got her teaching certificate first and then went back to graduate when she was twenty-three years old. This was only one of several difficulties she experienced in life. Heather Lloyd exclaims, “Debo was a lady with strong beliefs who followed her convictions” (“Debo”).

Angie Debo got multiple degrees and became a PhD in history, but because she was a woman, she couldn’t find a university teaching job (“Biography”). Her writing was very important, and her dissertation won a prestigious award. In the early 1930s, Debo did lots of research on how the government treated the Native American Tribes. She did not like what she discovered. She finished her first book, *And Still the Waters Run*, in 1936. It was about how the U.S. and Oklahoma government stole the lands in Indian Territory. The University of Oklahoma refused to publish it because it made local politicians and figures look very bad. Princeton University Press published the book. Many people were very upset, and she was not celebrated for being a good scholar.

Debo still pushed forward and continued to work on history related to Native American Tribes. She published nine books, edited many more, and published numerous papers and articles. In fact, many of her writings were used as evidence in federal court cases. Sadly, “the state of Oklahoma did not recognize Debo’s lifelong achievements until the 1980s when she was in her 90s” (“Biography”). Her portrait now hangs in the state capitol, and she is a member of the Oklahoma History Hall of Fame. Angie Debo never got married or had any children. She lived in Marshall, Oklahoma until her death. Historians say, “her legacy has been carried on by scores of women who have followed her in the field of history, for whom she bravely flung open wide the doors of academia” (“Life”).



Guided Practice (6.6.R.2)

Name: _____

Answer the following questions.

1. What was the first thing Janey did when given names for an essay?
 - A made an outline
 - B chose her topic
 - C found sources
 - D took notes

2. All the following are reasons Janey most likely chose the University of Nebraska-Lincoln article except:
 - A It had sources from scholarly journals listed.
 - B It was from a university source.
 - C It had a list of Debo's published works.
 - D Janey was born in Nebraska.

3. After selecting the resources, what did Janey do?
 - A She wrote notes from each source.
 - B She edited her paper.
 - C She revised her paper.
 - D She wrote her final paper.

4. What graphic organizer did Janey use to organize her information?
 - A Venn Diagram
 - B flow chart
 - C outline
 - D cause and effect chart

5. Read the following.

Heather Lloyd exclaims, "Debo was a lady with strong beliefs who followed her convictions." (Lloyd)

Why are there quotations used in the above sentence from Janey's essay?

- A to show it is dialogue between characters
- B to show it is what Janey is thinking
- C to show it is the title of her essay
- D to show it is a direct quote from the source

6TH GRADE

COMPREHENSIVE ASSESSMENT

Read the selection. Then answer the questions that follow.

Oklahoma's Stars

by Rachel Watson

- 1 Have you ever considered being an astronaut? It may be more possible than you think. Many people from Oklahoma have grown up dreaming about walking among the stars. The list is lengthy: Thomas Stafford, Shannon Lucid, and William Pogue are but a few. Other Oklahomans have ties to space, and many work for NASA or private rocket companies in other capacities.
- 2 They are not from the biggest cities in our state, but represent smaller towns like Weatherford, Bethany, Shawnee, Wetumka, Claremore, and Enid. Most of them became engineers, which helped qualify them for space flights. Astronauts are few and far between, and they need to have the skills it takes to repair their ship in space if the need arises. Combined, they have spent over 5,000 hours in space.
- 3 Shannon Lucid was born in China and was an infant when she and her family were held captive by the Japanese army. Her parents returned to Bethany to raise her. Shannon worked hard and received a BA, MS, and PhD in biochemistry. She was one of the first female astronauts and is also very accomplished in the field of biochemistry. Her skills and abilities were important in building a better relationship between the United States and Russia after the end of the Cold War.
- 4 Thomas Stafford, from Weatherford, has been honored by the town with the Thomas Stafford Air and Space Museum. The museum has a wonderful collection of information and artifacts about space. It aims to help inspire more Oklahoma children to work in science and technology and perhaps become astronauts themselves.
- 5 Of the Oklahoma spacewalkers, William Pogue may have spent the most hours in space. He was a pilot for a lengthy mission called *Skylab 4*. He was born in Okemah and educated at Oklahoma universities. He later joined the Airforce and fought in the Korean War before piloting the last and longest Skylab mission.
- 6 The people of our state have done many great and notable things. Many notable Oklahomans have achieved their dreams of going into space. It does take a lot of hard work and dedication, but becoming an astronaut would have you following in the footsteps of many other notable Oklahomans.

4. The author most likely used third-person point of view in this selection because

- A this is a directional text giving directions to the world of astronauts.
- B this selection is a nonfiction text which uses a formal writing style.
- C this is a legend about people who have done extraordinary things.
- D the writer knows the astronauts on a personal level making it friendlier.

5. Using knowledge of word parts, what does the word *biochemistry* mean as it is used in paragraph 3?

- A The prefix *bio*, which means *life*, would mean having to do with the chemistry occurring in a living organism.
- B The prefix *bio*, means having to do with living organisms, and the word *chemistry* means giving life to dead things.
- C *Biochemistry* means studying two living organisms from the time they are born until they die.
- D *Biochemistry* means a student can study two types of chemistry at the same time in college.

6. Which sentence is the best summary of the selection?

- A Many notable Oklahomans have achieved their dreams of going into space.
- B Of the Oklahoma spacewalkers, William Pogue may have spent the most hours in space.
- C She was one of the first female astronauts and is also very accomplished in the field of biochemistry.
- D Combined, they have spent over 5,000 hours in space.

Read the selection. Then answer the questions that follow.

The Discovery of Radium

by Marie Curie, May 14, 1921

adapted from a speech given to students at Vassar College in Poughkeepsie, NY

- 1 I could tell you many things about radium and radioactivity, and it would take a long time. But as we cannot do that, I shall only give you a short account of my early work about radium. We must go back to the year 1897. Professor Curie, my husband, and I worked at that time in the laboratory of the school of Physics and Chemistry where he held his lectures. I was doing some work on uranium rays which had been discovered two years before by Professor Becquerel.
- 2 I studied the way of making good measurements of the uranium rays, and then I wanted to know if there were other elements giving out rays of the same kind. So, I took up work about all known elements and their compounds. I found that the uranium and thorium compounds were active in proportion to their content. The more of either of these compounds, the greater the activity.
- 3 That is when I began studying the measurements of minerals. I found that several minerals which contain uranium or thorium, or both were active. However, the activity was not what I expected. It was greater than for other studies of these compounds.
- 4 Then I thought there must be some unknown element having a much greater radioactivity than uranium or thorium. I wanted to find that element and separate it. I settled to that work with Professor Curie. At first, we thought it would be done in several weeks or months. It took many years of hard work to finish that task. We found several elements with greater activity, but the most important is radium, which could be separated in a pure state.
- 5 Now, the special interest of radium is in the intensity or strength of its rays. The effects of the rays make the radium so important because of the property of the rays. That property is the production of physical effects on the cells of humans. These effects may be used for the cure of several diseases. Many cases have had a good result. However, what is considered mostly important is the treatment of cancer.
- 6 We must not forget that when radium was discovered no one knew that it would prove useful in hospitals. The work was one of pure science. This is proof that scientific work must not be done only for the goal of being useful. It must be done for itself, for the beauty of science. Then there is always the chance that a scientific discovery may become like the radium, a benefit for mankind.
- 7 There is a vast field left to experiment. I hope that we may have some beautiful progress in the following years. It is my sincere desire that some of you should carry on this scientific work and make a permanent contribution to science.

39. Which source would be best for learning more about Marie Curie's speeches?

- A a brochure about famous speakers who have spoken to students at Vassar College in Poughkeepsie, NY
- B a digital source <[http:Fordham.edu/halsal/mod/curie-radium.html](http://Fordham.edu/halsal/mod/curie-radium.html)
- C a book about Madam Curie's early work in science
- D a biography about Marie Curie

40. Read the following.

"I could tell you many things about radium and radioactivity, and it would take a long time."

What change, if any, should be made to the above sentence?

- A "I could tell you many things about radium and radioactivity and it would take a long time."
- B "I could tell you many things about radium and radioactivity; and it would take a long time."
- C "I could tell you many things about radium and radioactivity, it would take a long time."
- D no change

41. The main idea of paragraph 1 is that

- A radium and radioactivity are interesting, but not compared to uranium rays.
- B Marie Curie liked working in the laboratory at school where she could work with her husband.
- C Marie Curie was working on uranium rays with her husband which led to the discovery of radium.
- D laboratories of science schools is where new science discoveries are made.

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

II. Topic Sentence

III. Main idea – what readers will remember

IV. Supporting details – how readers remember

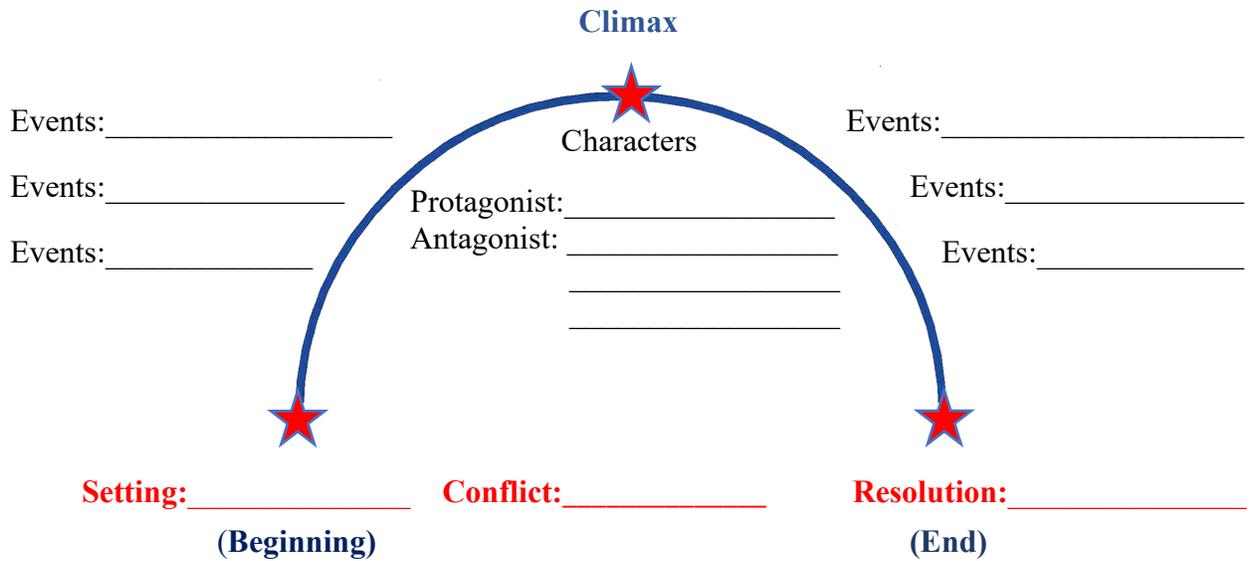
V. Conclusion – why readers should remember

Writing Supplements

Plot Curve

Title of Literary Text: _____

Author(s): _____



Genre: _____

Theme: _____

Glossary - Grade 6 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)
(5.5.R.2) (6.5.R.2)

adverb – words describing verbs, adjectives, other adverbs as in how, where, when, or how often (3.5.R.2) (4.5.W.2) (5.2.W.2) (6.5.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*) (5.4.R.3) (6.4.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*) (6.3.R.4*)

analogies – comparison of two different things using one that is familiar (4.4.R.1) (5.4.R.1) (6.4.R.1*)

analyze – examine carefully as in study it carefully (5.2.R.2*) (6.2.R.2*)

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

Anglo-Saxon stems – borrowed letter sounds 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*) (6.3.R.3*)

antecedent – original noun followed by a pronoun referring to the noun (4.5.R.2) (5.5.R.2) (6.5.R.2)

antonym – words which are opposite in meaning (3.4.R.1*) (4.4.R.4*) (5.4.R.1) (6.4.R.1*)

APA – American Psychological Association – form of writing research papers mainly in field of science (6.6.W.3) (7.6.W.3) (8.6.W.3)

apostrophes – mark showing possession or contraction (3.5.W.5) (4.5.W.3) (6.5.W.6)

argument – position on a topic that has been investigated and defended (6.3.W.2)

*indicates a power standard

Glossary - Grade 6 OAS English Language Arts Vocabulary

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

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

italics - a slanted font (3.6.R.2) (4.6.R.2) (5.6.R.2) (6.5.W.10)

key supporting details – the most important evidence to back up the main idea (4.2.R.1*) (5.2.R.1*) (6.2.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) (6.4.R.3*)

Latin stem - the letters of a word without affixes (4.4.R.3*) (5.4.R.3) (6.4.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*) (6.3.R.4*)

literary element - basic elements, or parts, of a literary text (3.3.R.3) (4.3.R.3) (5.3.R.3*) (6.3.R.3*)

literary text - detailed artistic style of nonfiction writing (5.2.R.2*) (6.2.R.2*)

logical - reasoning with truth and facts (3.2.W.2) (4.2.W.2) (5.2.W.2) (6.3.W.3)

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*) (6.2.R.1*)

mechanics – the rules for written language (5.5.W.5) (6.2.W.4)

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*) (6.3.R.4*)

Modern Language Association (MLA) – a style guide for writing, provides details about how to credit sources used in writing a paper (6.6.W.3)

multiple-meaning word - a word that has more than one unrelated definition (3.4.R.2*) (4.4.R.2*) (5.4.R.2) (6.4.R.2*)

*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