



**ALPHA PLUS**

**TEACHER'S GUIDE**

**SUCCESS** **OAS**  
*with*  
*Oklahoma Academic Standards*



**English Language Arts 8**

# SUCCESS *with* OAS

## ***ELA 8 by Sharon McSpadden***

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\*indicates power standard

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\*indicates power standard

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	A Final Word		

\*indicates power standard

## Teacher's Guide

**8.3.R.7 Students will analyze how informational text structures support the author's purpose: • compare/contrast • cause/effect • problem/solution • description • sequential**

### Vocabulary

text structures, compare/contrast, cause/effect, problem/solution, description, sequential

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

### Answer Key

Student's sentences must use correct text structures; however, responses will vary.

Paragraph 1: Comparison/Contrast

Signal words and phrases: in contrast, another difference, like, same

Paragraph 2: Problem/Solution

Signal words and phrases: conclusion, solutions, to address the problem of...

Paragraph 3: Cause/Effect

Signal words and phrases: consequently, the cause of..., as a result

Paragraph 4: Claim/Evidence

Students who eat a good breakfast focus longer and have a better memory; students who eat breakfast perform better on tests; students who eat breakfast are less likely to be tardy or absent.

Signal words and phrases: another fact to support this claim

### Guided Practice

1. B
2. A
3. A
4. D
5. C
6. D
7. A
8. Sample response: The key words that support events in the order they happen give readers clues to a sequential text structure.
9. Both problem/solution and cause/effect are correct responses. Without the laws, the problem of the declining bird population would not be corrected. Because of the declining bird population, laws were created to prevent them from declining more.
10. Comparison/Contrast: The unique tail is contrasted with the ordinary colors on the bird.

**Essential Question:** Sample response:

A reader looks for signal clues to help determine the type of text structure. The main idea also helps the reader identify text structure and author's purpose.

## Teacher’s Guide 8.3.R.7

### Answer Key (continued)

#### Independent Practice

1. D
2. D
3. C
4. A
5. A
6. B
7. B
8. Compared to, on the other hand, less
9. Sample response: When a reader understands what text structure is being used, it is easier to understand the main idea and supporting details. For example, if a compare/contrast text structure is used, the reader knows to look for two or more items that are being compared/contrasted and can identify details that support the similarities or differences.
10. Sample response: The scissor-tail fly catcher addresses the problem of too many unwanted insects by consuming many of them.

#### Essential Question: Sample response:

A reader uses information from the text. By using quotes from the text, the textual evidence makes the complex inference believable.

#### Continuous Practice

1. A 8.6.R.3
2. D 8.2.R.2
3. C 8.3.R.4
4. B 8.2.R.2
5. C 8.4.R.2
6. Sample response: Mary said, “My parents won’t let me stay after school for the meeting.” 8.5.W.2
7. Sample response: The meeting was held after school, but Marcy’s parents did not let her attend. 8.5.W.1
8. Sample response: The subject of the sentence, scissor-tailed fly catcher, is singular; however, the verb used is plural. Error in subject/verb agreement 8.5.R.2
9. Sample response: the problem is, the question, a possible solution, to address the problem, to solve this, one answer is 8.3.R.7
10. Sample response: I want to get my driving permit, but first I need to pass the reading test. 8.3.R.7

## Teacher's Guide 8.3.R.7

### Answer Key (continued)

#### Lesson Extension

Review vocabulary and the lesson. Select at least one example of each of the following text structures: compare/contrast, problem/solution, cause/effect, and claims/evidence.

See the Oklahoma State Department of Education's ELA Curriculum Framework at <http://elaokframework.pbworks.com/> for links to additional resources (e.g., lessons, activities, videos, games, etc.) relative to this objective that help align instruction to the Oklahoma Academic Standards.

#### Writing Extension

**8.3.W.3** Students will compose argumentative essays that: introduce precise claims • distinguish claims from alternate or opposing claims • organize claims, counterclaims, and evidence in a logical sequence • provide relevant evidence to develop arguments, using credible sources • use sentence variety and word choice to create clarity • establish and maintain a formal style

Suggestion: Begin prewriting class discussion on opinions.

1. Discuss how opinions are formed. It would be almost impossible to find someone without an opinion on something, therefore students will most likely find writing an opinion paper to be easy. Opinion papers are often described as persuasive or argumentative. Let students identify topics of opinions and select a topic for a writing assignment.
2. Discuss which text structure will best suit the topic and purpose of the paper. Review the text structures from 8.3.R.7.
3. Develop a graphic organizer using the paper organizer established for papers. Allow time for this process and allow time to discuss format when an opinion may have counter claims.
4. Provide discovery time for information to support claims, address opposing claims.
5. Identify the focus of grading.
6. Allow peer work and corrections before grading.



**8.3.R.7 Students will analyze how informational text structures support the author’s purpose: • compare/contrast • cause/effect • problem/solution • description • sequential**

## Vocabulary

<b>cause/effect</b>	pattern of text structure developed from reason to event or action
<b>claims/counterclaims / evidence/reasoning</b>	statements of the truth of something and providing evidence to support
<b>compare/contrast</b>	similarities and differences between two or more things
<b>description</b>	vividly shows how or what
<b>problem/solution</b>	an unwelcome situation identified and solved within the narrative text of fiction or nonfiction
<b>sequential</b>	in sequence, or the order in which things happen
<b>text structure</b>	organization of text information

## Real-World Connections

Suddenly everything begins to shake. Pictures rattle on the walls. A deep rumble is heard and felt from under the floor. The furniture is dancing. This could be an earthquake.

In writing about earthquakes in Oklahoma, authors approach the topic in several different ways. Examples of many common approaches the author might use include the following:

- Cause/effect: What is different in Oklahoma now that many believe results in the increasing number of earthquakes?
- Claims/evidence: A statement about what is causing the earthquakes, supported by scientific studies and other evidence to prove or disprove that statement.
- Compare/contrast: The number of earthquakes Oklahoma is experiencing now can be compared to the number of earthquakes experienced in years past.
- Description: Jingling, rattling the dishes stacked in cabinets dance, objects falling as pictures on the wall sway from their straight lines in rhythm with the house waltzing to an Oklahoma earthquake.
- Problem/solution: The damage caused by the increasing number of earthquakes and what can be done to fix the problem.
- Sequential: Oklahomans have been accustomed to weather-related damage to structures, but homes and large buildings are experiencing earthquake damage that is escalating since 2009.

The way information in a text is organized is known as the **text structure**. Often a writer will use more than one text structure; in fact, text structure can change many times in a work, and even within the same paragraph. Readers who learn the significance of text structure become better readers and writers because understanding the author's text structure sends signals to the brain on how to read the text in a certain way. Recognizing the text structure helps the reader in making complex inferences about the information found within more than one text or from multiple experiences.

This lesson examines six text structures and shows how the different text structures help the reader draw logical conclusions.

*Read the following.*

<b>Text Structure</b>	<b>Signal Words</b>	<b>In a Sentence</b>
<b><u>Cause/Effect</u></b> – cause is why something happened; effect is what happened (sometimes the effect comes first)	because, consequently, as a result, leads to, since, this led to, reason why, so, after	As a result of the freezing drizzle, the number of car accidents increased dramatically.
<b><u>Claims/Evidence</u></b> – a statement of the truth of something and then giving evidence to support it	facts, examples, proven, research (Note: look for evidence that can be proven, not just feelings)	Eating breakfast is an important part of being successful in school for the reasons listed below.
<b><u>Compare/Contrast</u></b> – shows how two or more things are alike and/or how they are different	different than, similar to, however, in contrast, while, unlike, like, on the other hand	Unlike most other types of woodpeckers, the red-headed woodpecker hunts for insects while flying.
<b><u>Descriptive</u></b> – the narrative illustrates characteristics of something or someone; shows clearly how or what	vivid, sensory word pictures for the readers to visualize information	Soaring 50-floors into the Oklahoma skyline is the Devon Tower; Oklahoma's tallest building is 62 <sup>nd</sup> tallest in the United States.
<b><u>Problem/Solution</u></b> – tells about a problem and gives one or more solutions	the problem is, the question, a possible solution, to address the problem, to solve this, one answer is	To address the problem of cheating on tests, the school is requiring that all tests be taken under the supervision of monitors.
<b><u>Sequential</u></b> – the order in which something happens; text written in a series or according to an order	first, second – numerical-order; A,B,C – alphabetical order; 1900s, 2000s – chronological order; low to high – value order	For a bill to become a law in Oklahoma, there are seven steps; first, legislation is drafted in either chamber of the Legislature.

**Lesson (8.3.R.7)**

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

*Write an original sentence using each of the following text structures:*

Compare/Contrast:

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Problem/Solution:

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Cause/Effect:

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Claims/Evidence:

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Read the following.

### “The Scissor-tailed Flycatcher” Part I

- 1 It can be seen in an open prairie. It may be seen perched on fences and telephone lines. It may be seen soaring in the air with its bifurcated tail opening and closing like a pair of scissors. More likely it can be seen on an Oklahoma license plate. It is Oklahoma’s state bird: the scissor-tailed flycatcher.
- 2 Scissor-tailed flycatchers are easy to identify because of their tail. It can be nine to twelve inches long, sometimes twice the length its body. If the length of the tail does not make it easy enough to recognize, the black and white tail has a split about six inches deep. When the bird is flying, its remarkable tail opens and closes, resembling a pair of scissors. The “scissors” fold or close when the bird is perched. In contrast to the uniqueness of its tail, the color of the bird seems somewhat non-descript. The neck and back are pearl gray. The tails are sooty black, and the breasts are white. The only color on the bird is a small splash of red at the shoulders and a dusting of pink under the wings where they connect to the body.
- 3 Ironically, the scissor-tailed flycatchers’ most outstanding feature almost brought about their extinction. During the Great Depression and the Oklahoma Dustbowl, many people lost their jobs and farms; however, they learned they could make money by poaching the birds and selling the tails. A European hat market created a great demand for the tails. Consequently, poachers sold the tails by the thousands for the profit of two cents apiece. The sales led to a dangerously low remnant of birds. Without the intervention of conservation efforts and strict laws, the scissortail was facing extinction.



*Answer the following questions.*

1. A comparison and contrast was made in paragraph 2 about
  - A the scissor-tailed flycatcher’s tail and neck.
  - B the scissor-tailed flycatcher’s tail and scissors.
  - C the scissor-tailed flycatcher’s tail and shoulders.
  - D the scissor-tailed flycatcher’s tail and wing length.
  
2. In paragraph 3, what problem led to “the solution of conservation efforts and strict laws”?
  - A Hat makers in Europe were wanting feathers from the scissor-tailed flycatcher for their hats.
  - B Poachers received a low price for the feathers from the scissor-tailed flycatcher.
  - C It was the near extinction of the scissor-tailed flycatcher.
  - D It was the over-abundance of the scissor-tailed flycatcher.
  
3. Read the following.

Scissor-tailed flycatchers are easy to identify because of their tails.

All of the following sentences support the claim above except:

- A “The tails are sooty black, and the breasts are white.”
  - B “When the bird is flying, its remarkable tail opens and closes, resembling a pair of scissors.”
  - C “The ‘scissors’ fold or close when the bird is perched.”
  - D “If the length of the tail does not make it easy enough to recognize, the black and white tail has a fork that splits it about six inches deep.”
- 
4. Read the following.

Consequently, poachers sold the tails by the thousands for the profit of two cents apiece.

What text structure is used in the above sentence from paragraph 3?

- A compare/contrast
- B problem/solution
- C claims/evidence
- D cause/effect

Read the selection. Then answer the questions that follow.

### “The Scissor-tailed Flycatcher” Part II

- 1 The choice of the scissor-tailed flycatcher for the Oklahoma state bird is the best choice for several reasons. The bird is common on the southern Great Plains in the summer. Oklahoma is the center of its nesting range. The scissor-tailed flycatcher makes a greater contribution to the state in the number of unwanted insects it consumes. It eats almost entirely non-useful and harmful insects such as grasshoppers, crickets, wasps, moths, flies, and beetles. Usually the prey is spied while the bird is perching, then caught and eaten in mid-flight. If the insect is large, the bird will return and beat it on its perch before eating it. Eating unwanted insects serves as a natural check on insect populations and makes the bird valuable to the state of Oklahoma. Additionally, in their wintering grounds, they eat berries and other fruits. As a result, the scissor-tailed flycatchers probably play a role in spreading the seeds they swallow.
- 2 On May 26, 1951, the scissor-tailed flycatcher became Oklahoma’s state bird. It was signed into law under House Joint Resolution Number 21. The Audubon Society, garden clubs, and other wildlife supporters were its advocate.
- 3 The only other bird considered for the title was the bobwhite quail. In contrast to the scissor-tailed flycatcher, the bobwhite’s territory is not centered in Oklahoma. In fact, it is more often seen in Texas. The scissor-tailed flycatcher’s graceful flights are different from the bob white. It can only fly a short distance. It is considered a ground bird.
- 4 Compared to the scissor-tailed flycatcher, the bobwhite has a far less interesting method for attracting females during mating season. The male bobwhite simply uses its “bob-white” calls. The male scissor-tailed flycatchers, on the other hand, perform a spectacular aerial courtship display. This is known as the scissor-tailed flycatcher “sky dance.” The bird rises and descends sharply in flight, with its long tail streamers opening and closing. During his zig-zag course, the male bird delivers an unmistakable cackling call. The flycatcher may even perform backward somersaults in the air. The legislators seem to have made a superior choice for Oklahoma’s state bird.

*Inspired by the Oklahoma state bird, the Skydance Bridge over Interstate 40 in Oklahoma City is a 197-foot-tall sculpture that opened in April 2012. Photograph Oct. 11, 2017, by Paul Brady Photography/ Shutterstock.*



*Answer the following questions.*

- 5. Which of the following words or phrases from paragraph 3 best help the reader to identify a comparison/contrast text structure?
  - A in contrast
  - B in fact
  - C only other
  - D also
  
- 6. Which sentence below is the best example of a comparison/contrast text structure?
  - A “The choice of the scissor-tailed flycatcher for the Oklahoma state bird is by far the best choice for several reasons.”
  - B “The male scissor-tailed flycatchers, on the other hand, perform a spectacular aerial courtship display.”
  - C “The only other bird considered for the title was the bobwhite quail.”
  - D “As a result, they probably play a role in spreading the seeds they swallow.”
  
- 7. What evidence is least valuable in supporting the claim the scissor-tailed flycatcher should be Oklahoma’s state bird?
  - A “It eats almost entirely non-useful and harmful insects such as grasshoppers, crickets, wasps, moths, flies and beetles.”
  - B “If the insect is large, the bird will return and beat it on its perch before eating it.”
  - C “They all agreed it should become the state bird.”
  - D “The male scissor-tailed flycatchers, on the other hand, perform a spectacular aerial courtship display.”
  
- 8. The text compares the scissor-tailed flycatcher to the bobwhite. What signal words or phrases are used to help identify the text structure?

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Read the following selection.

Selection 2

### Chief Joseph, for his People

an adaptation of a speech by Chief Joseph  
1879, Washington D.C.



*Chief Joseph was the chief of the Nez Perce American Indian Tribe during the time of Indian removal. His people were forced to move from their homeland of Wallowa Valley in Oregon to Oklahoma. His Nez Perce name, Hin-mah-too-yah-lat-kekht, means Thunder Rolling Down a Mountain. Born in 1840, son of the Elder Chief Joseph, Hin-mah-too-yah-lat-kekht promised his father that he would not sell the lands of his father's grave to the ever-encroaching white man. The Nez Perce fought bravely trying to defend their land, but they were no match for the endless number of white men who kept coming to the Wallowa Valley. Below is a speech given by Chief Joseph to the U.S. government in Washington, D.C., in 1879 concerning the treatment of his people.*

*Photo of Chief Joseph in 1900 from the Library of Congress.*

At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad I came. I have shaken hands with a good many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the Government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief [President Hayes]; the Next Great Chief [Secretary of the Interior]; the Commissioner Chief; the Law Chief; and many other law chiefs [Congressmen] and they all say they are my friends, and that I shall have justice, but while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.

Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misinterpretations have been made; too many misunderstandings have come up between the white men and the Indians. If the white man wants to live in peace with the Indian, he can live in peace. There need be no trouble. Treat all men alike. Give them the same laws.

Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was



**Independent Practice (8.3.R.8)**

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

born a free man should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

I only ask of the Government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be happy; where they are now they are dying. Three have died since I left my camp to come to Washington.

When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself -- and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other, then we shall have no more wars. We shall be all alike -- brothers of one father and mother, with one sky above us and one country around us and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands upon the face of the earth. For this time the Indian race is waiting and praying. I hope no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

Hin-mah-too-yah-lat-kekht has spoken for his people.

**KEY QUESTIONS:**

- **Main idea?**
- **Genre?**
- **Author's purpose?**

*After reading the selections, complete the following chart.*

**Making Connections**

Selection 1: \_\_\_\_\_

Selection 2: \_\_\_\_\_

	Selection 1:	Connections/Similarities	Selection 2:
What is the topic?			
What is the genre? What is the tone?			
Literary elements: characters, point of view, setting, plot, conflict			
Main idea / theme			
Textual evidence			

Read the selection. Then answer the questions that follow.

### Jim Thorpe, Oklahoma Athlete

- 1 “Sir, you are the greatest athlete in the world.” King Gustav V of Sweden said to Jim Thorpe after Thorpe won in the 1912 decathlon and pentathlon Olympics. Thorpe, an Oklahoman, was the first Native American to win a gold medal for his home country. He was considered by many to have been the greatest all-around athlete of the twentieth century.
- 2 James Francis Thorpe was born on May 28, 1887, in a one-room cabin on Sac and Fox Indian land near Prague, Oklahoma. On his maternal side, he had Sac and Fox and Potawatomi Indian bloodlines. His mother, Charlotte Vieux, was a Potawatomi Indian and descendant of the last great Sac and Fox Chief Black Hawk. Chief Black Hawk was known as a warrior and athlete. Thorpe’s Indian name was Wa-Tho-Huk, which translates to “Bright Path.” This name foreshadowed his career in sports.
- 3 By the age of three, Thorpe could ride horses and swim. At an early age, he learned to hunt and trap. It could have been on long trips through Indian Territory that he developed his legendary fortitude. When he was six, he and his twin brother, Charlie, began attending the Sac and Fox boarding school near Tecumseh, Oklahoma. When the twins were nine, Charlie became sick and died. Unaccustomed to solitude, Jim Thorpe ran the 23 miles back home. He vowed not to return to school without his brother. However, his father was determined that this son would get an education. Young Jim was sent to a vocational school for Native Americans, the Carlisle Indian School in Pennsylvania.
- 4 It was here that his inimitable athletic prowess developed. After watching a track-and-field practice session on campus, Jim decided to join them. Still wearing his work clothes, he launched himself over a five feet, nine inch bar. He broke the school record. Not surprisingly, the track and football coach, Glenn S. “Pop” Warner, asked him to join the track team. In 1907, Thorpe became not only the star of the track program, but he began excelling in baseball, hockey, football, lacrosse, and even ballroom dancing.
- 5 Thorpe was named to the U.S. team for the 1912 Olympic Games in Stockholm, Sweden. He erupted from the gate by winning four of five events to claim the gold medal in the pentathlon. A week later he overwhelmed the field in the decathlon. He won the high jump, the 110-meter hurdles, and the 1,500-meter despite competing in a pair of mismatched shoes. During the closing ceremonies, King Gustav V declared Thorpe to be the greatest athlete in the world. The monarch presented Thorpe with several gifts, including one from Czar Nicholas of Russia: a silver, 30-pound likeness of a Viking ship. The ship was lined with gold and contained precious jewels.

**Independent Practice (8.4.R.3)**

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

- 6 From his humble beginnings in Oklahoma, Thorpe found himself enjoying a hero's welcome-home after the Olympics. He was honored with a ticker-tape parade in New York City. His glory, however, was short-lived. Within months, a newspaper report revealed that he had been paid to play minor league baseball in 1909 and 1910. Since that meant Thorpe was not an amateur, he was forced to return his gold medals. His dynamic and unprecedented performance was stricken from the Olympic records.
- 7 Still, Thorpe continued earning athletic achievements. He was named the greatest football player and most outstanding male athlete of the twentieth century. Nothing, however, could replace his Olympic gold medals. In 1943, the Oklahoma legislature unsuccessfully attempted to get the Amateur Athletic Union to reinstate Thorpe as an amateur. After many attempts by various groups to restore Thorpe's medals, the International Olympic Committee eventually restored his medals and his place in the Olympic books. Finally, the heroic evidence of his Olympic successes was restored. Sadly, this did not happen until about 30 years after Thorpe's death.



**Independent Practice (8.4.R.3)**

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

*Answer the following questions.*

6. In paragraph 5, the word *monarch* means

- A a butterfly.
- B an elected official in a democracy.
- C a single ruler who has complete power.
- D a person descended from royalty.

7. In paragraph 6, the word *heroic* means great or impressive. Think of two different words that use the root word *hero* or the suffix *-ic*. Write the words and the definitions below:

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

8. Explain the benefit of using prefixes.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Explain the benefit of using suffixes.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Explain how learning Greek word parts helps decode unfamiliar words.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Teacher’s Guide 8.5.R.1

Answer Key (continued)

### Continuous Practice

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

### Lesson Extension

Review vocabulary and the lesson.

Select a fiction or non-fiction text for students to use in identifying dangling or misplaced modifiers and active and passive voices. After reading the text, have students work either individually or in pairs to identify examples of sentences in active voice and sentences in passive voice. Have students write the sentences on paper and identify them as either active or passive. When students are finished, call on students to share one of their sentences, including where it is located in the text. As the class looks at it, ask students if they agree or disagree that it is active or passive. Have students defend their answers. It is unlikely there will be misplaced or dangling modifiers, but if any are found have student share their corrections.

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

**8.5.W.3** Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.

**Suggestion:** After a discussion of the objective, have students write five sentences with either dangling or misplaced modifiers. Have students write an additional five sentences in passive voice. Have students write an additional five sentences with vague pronouns (missing antecedents). Let students teach from their sentences.

Read the selection. Then answer the questions that follow.

## Special Boots

by Nancy Morton

- 1 “Will you miss my birthday Daddy?” asked seven-year-old Nancy. Albert Morton took a deep breath and tried to give a casual but cautious answer to his only child while his emotions were experiencing a dichotomy of dread and eagerness.
- 2 Just a few weeks earlier, Albert and his family had been greeted by forty-three young Oklahoma men and a few of their family members in an elegant Tulsa, Oklahoma, hotel ballroom. These forty-four young men shared the same career choice. Expertise was recognized by every man there. It was to have been unmarried or childless men, but Morton was known for his moral values and ethics equal to his skills. He was the exception.
- 3 Before that, there had been what would appear to be a clandestine meeting-interview on a cold February 1942 day. It wasn’t a sinister, illegal meeting; it was top-secret and was arranged by men with whom he worked. Noble Olson Drilling Co., his employer, had given him the opportunity to leave his family for a year. The opportunity was to help save a nation, which was for his family, but what a word to use that meant such a painful separation.
- 4 The contract was made and documented for his draft board and Britain’s Ministry of Fuels. His new employer would be Nobel and Fain-Porter from Ardmore, Oklahoma.
- 5 “I don’t know which pair of boots I want the mostest, most!” The boots were receiving all of the attention now. White majorette boots or brown cowgirl boots were on the list for the family’s final shopping trip before he left.
- 6 In a spurt of mixed and mingled fear and love, Albert lovingly responded. “You don’t have to decide; one pair will be for your birthday, and one pair for Christmas.”
- 7 It was that strong love of family that had Albert Morton marching aboard H.M.S. Queen Elizabeth in New York Harbor. These forty-two “soldiers of oil” were headed some place in England, but under the strongest top-secret assignments. None of the men knew where they were going or if they would live to return. The only thing they knew was that England, one of America’s allies in WWII, would fall to Germany without oil. Britain’s fuel oil supply was down to two months. If England fell, the North American continent would be the next target of the Axis invasion. U.S. ships were now being sunk, and Japan was taking credit for Pearl Harbor.
- 8 After a year of almost constant bombing from German aircraft, the young men from Oklahoma had fulfilled their contract to England by drilling twenty-four hours a day, seven days a week, in completeing 100 wells. The Germans were stopped!



One of 100 wells

**Guided Practice (8.5.R.1)**

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

9 Today there is a huge statue of an oilfield worker standing in England’s Sherwood Forest. Each man had a tree planted and dedicated to him, with a plaque attached to commemorate his service to save England. This story of sacrifice and secrecy was sealed, top secret official government documents until 1960, when the grown-up little girl who got two pairs of boots would learn why her dad helped in World War II. She now shares with his grandchildren the story of their granddad in Sherwood Forest.

Addendum to the story: C.A.P. Southwell, Britain’s Minister of Fuels, could not believe the drilling skills of the young Oklahoma “Soldiers of Oil.” However, it was Lloyd Noble, the owner of Noble Drilling, who left him with tears of admiration. Noble, a real Oklahoma patriot, would take only expenses for this adventure into the famous Sherwood Forest of Robin Hood. Profit was rejected for saving Britain, an ally.



A crew leaving for a twelve-hour shift of drilling. However, the residents of Nottinghamshire, England were told that American men would be involved in a John Wayne Movie being filmed in the forest. They, as others, wore protective head coverings as remains from Nazi bombings continued to fall from damaged buildings.



**Guided Practice (8.5.R.1)**

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

*Answer the following questions.*

1. Read the following.

Just a few weeks earlier, Albert and his family had been greeted by forty-three young Oklahoma men and a few of their family members.

What change, if any, is needed to make this an active-voice sentence?

- A Albert and his family with forth-three other young Oklahoma men and a few wives had been greeted a few weeks earlier.
  - B Just a few weeks earlier, Albert and his family greeted forty-three young Oklahoma men and a few of the wives. ...
  - C Forty-three young Oklahoma men and a few wives had been greeted by Albert and his family just a few weeks earlier. ...
  - D no change
2. Read the following.

Expertise was recognized by every man there.

What, if anything, makes this sentence passive voice?

- A Expertise is the action subject of the sentence.
  - B Expertise, the subject, does not do the action in the sentence.
  - C Expertise, the subject, and the verb are not in agreement.
  - D Expertise cannot be an active voice subject.
3. Read the following.

The contract was made and documented for his draft board and Britain's Ministry of Fuels.

Write the sentence above in active voice.

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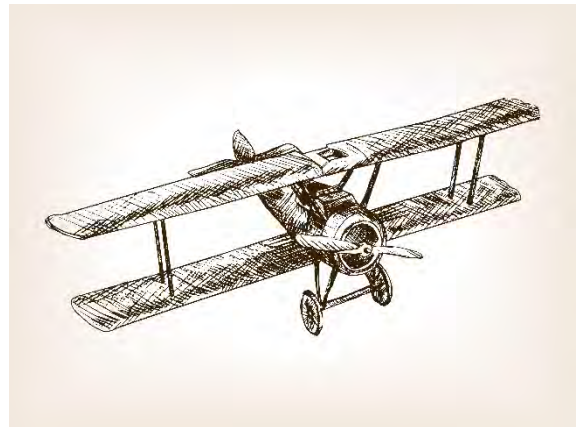
Read the following.

## Black Wall Street

student expository research essay

*(rough draft without citations)*

- 1 In the 1910s, Oklahoma experienced an oil boom. Tulsa became known as the “Oil Capitol of the World.” The population in the city of Tulsa rapidly increased. Many black people in search of opportunities moved to northeast Oklahoma during this time. They were fleeing the oppression of the south. An area of Tulsa, the Greenwood neighborhood, was a segregated community due to the Jim Crow laws. The Greenwood district became known as “Black Wall Street” because of the economic philosophy of the community, the size of the business district, and the wealth and prestige of the citizens.
- 2 Like most of the country in the early 1900s, segregation meant whites and blacks shopped, socialized and lived in different places. By 1920, Tulsa had a population of over 100,000. Most of the city’s 10,000 African Americans lived in Greenwood. Since segregation laws already existed, Greenwood citizens built a community that was self-sufficient. Greenwood grew wealthy under this policy of making and spending money within the community. It is estimated that each dollar spent in Greenwood circulated seventeen times before it left the district.
- 3 As Greenwood grew in wealth, it also grew in size. The district grew to more than thirty blocks of businesses and homes. The district had two newspapers, several churches, a library branch, and its own schools. Beauty parlors, barber shops, hospitals, grocery stores, and specialty shops thrived. One of the four theaters in the district, the Dreamland, could seat more than four-hundred for live performances. While most of the population lived in modest homes, many middle and upper-class families built stately, modern homes.
- 4 Several businessmen owned personal airplanes, even though there were only two airports in the state of Oklahoma. Fifteen African-American physicians worked in Greenwood. One of them was Dr. A.C. Jackson, the nation’s most famous black surgeon. J.B. Stradford owned one of the largest and most successful black-owned hotels at the time. Stradford and the owner of another hotel, the Gurley Hotel, were two of the richest men in Tulsa. Both men were millionaires.
- 5 The Greenwood district was an example of the belief that hard work and a commitment to the American dream of entrepreneurship could pay off. W.E.B. DuBois, a writer and activist for African American rights, visited Greenwood. He later said, “I have never seen a colored community so highly organized as that of Tulsa. The colored people of Tulsa have accumulated property, have established stores and business organizations and have made money in oil.” Because of the success of the local businesses, the size of the district, and the wealth and prestige of many citizens, Booker T. Washington coined a new term for the community. To this day, some still refer to Greenwood avenue as “Black Wall Street.” This was all before 1921, when social and economic struggles in Tulsa led to horrendous racial violence.



**Independent Practice (8.6.R.1)**

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

*Answer the following questions.*

1. Select the thesis statement.
  - A An area of Tulsa, the Greenwood neighborhood, was a segregated community due to the Jim Crow laws.
  - B Greenwood grew wealthy under this policy of making and spending money within the community.
  - C The African-American community in Greenwood was one of the most affluent in the nation.
  - D The Greenwood district became known as “Black Wall Street” due to the economic philosophy of the community, the size of the business district, and the wealth and prestige of the citizens.
  
2. If the author of “Black Wall Street” wanted to learn more about how the oil boom affected the state, which research question would be most helpful?
  - A How was Oklahoma different after the discovery of oil?
  - B Where was the first oil well drilled in Oklahoma?
  - C When was Oklahoma’s oil boom at its peak?
  - D How was oil discovered in Oklahoma?
  
3. Which viable research question would have been the least helpful to the author of “Black Wall Street”?
  - A What made “Black Wall Street” prosperous”?
  - B What businesses existed on “Black Wall Street”?
  - C Why was the Tulsa Greenwood community called “Black Wall Street”?
  - D Who was the richest person in “Black Wall Street”?
  
4. Which viable research question would have been the most helpful to the author of “Black Wall Street”?
  - A When did segregation in Oklahoma end?
  - B Why did W.E.B. DuBois visit Tulsa?
  - C Why was Tulsa’s Greenwood neighborhood called “Black Wall Street”?
  - D What was the reason for Tulsa’s population boom in 1920?

Answer the following questions.

5. What does the phrase “Black Wall Street” connote?

- A kindness
- B racism
- C poverty
- D wealth

6. Read the following.

Several men in Greenwood owned personal airplanes, even though there were only two airports in the state of Oklahoma.

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

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

7. Read the following.

The nation’s most famous black surgeon lived there, along with many other doctors and lawyers.

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

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

8. Read the following.

As Greenwood grew in wealth, it also grew in size.

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

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

# 8<sup>TH</sup> GRADE

# COMPREHENSIVE ASSESSMENT

Read the selection. Then answer the following questions.

### Auto Mechanics - Chicago Style

A student's personal essay

Walking into the Blanchard City Hall for the first time in my life, I noted it seemed even smaller on the inside than from the out. It was standing-room only, and I knew I was at least five minutes early in the hopes of getting a seat. The man in the suit at the desk must be the judge, I thought. He organized his papers and asked the impressively-large police officer to his left something. At his right was an older woman with a computer, notebook, and receipt pad. At 3:01 p.m., Municipal Court Judge Roland Masterson banged his gavel on its wooden stand and called the room to order.

“As we do each month, we will start with the juvenile cases; so they and their parents can be spared details of more serious charges,” he said. “We have a full house, so listen up for your name then come up to the desk.” My mom asked if I wanted her to go up with me; I just shook my head, “No.”

When it was my turn, Judge Masterson asked me why I’s going 11 mph over the speed limit when Officer Sanchez stopped me on my way to school.

“Well... . It was ... like 10 degrees outside, and I was trying to warm-up my car,” I offered.

“You were speeding to warm-up your car?” he asked. Looking at my feet, I slowly nodded in agreement. “What kind of car?” he asked.

Lifting my head and straightening my shoulders a bit, I said, “1983 Mustang.”

“Well, then yours is the most ridiculous excuse I have ever heard,” he said. “So, in addition to the \$227 fine that you will pay to Mrs. Gillacutty, I want you to research and write an essay of at least 500 words about why I would say that yours is a ‘ridiculous excuse’ for endangering the lives of others and your own by speeding. You will use Chicago Style; you will type it double spaced with one-inch margins, and turn that in to Mrs. Gillacutty by the time court convenes next month.” With that, he handed the form he had been writing on to the clerk.

“Uh, Chicago Style?” I asked hesitantly.

The judge looked up from his paperwork for the next case on the docket and right into my eyes. “What grade are you in? – Never mind. You don’t have to USE Chicago Style, but I’d better know that you know what it is when I read your essay about how to warm-up a car.”

“Yes, sir,” I offered as I shuffled to my left and into the cold stare of a grandmother who is disappointed. She ran my mom’s credit card, clicked some keys on the laptop, and printed a receipt.

It was easy enough to figure out what the judge meant with one good Google<sup>®</sup> search: “Does a car warm-up faster moving or sitting still?” As it turned out, with today’s fuel-injected cars, the car will likely warm up within the same few minutes whether you are driving it or not.

Still, even the newer ones – when it’s REALLY cold – need to be slowly accelerated so as not to produce undue strain on the motor. Older models like mine, built after the mid-1980s, need 5-10 minutes to warm up, and driving faster will not make the inside of these cars warmer any quicker.

After another search, I found the Chicago Manual of Style<sup>®</sup> and realized that I would need to use that in my senior English class and in college. It’s a formal style of academic writing – in which, they don’t use contractions for one. . . . It is all in third person, and that, IMHO, makes it rather dry reading. It’s like those test questions that talk about how the reader infers what the author’s purpose is and stuff like that.

One thing I know for certain, I won’t speed through Blanchard again for any reason.

-- respectfully submitted to Judge Masterson in 695 words by Hunter Grant

30. Read the sentence.

It's like those test questions that talk about how the reader infers what the author's purpose is and stuff like that

What does the word infer mean as it is used in the above sentence?

- A a substantiated guess
- B an unsubstantiated claim
- C a misunderstood statement
- D an impossible situation

31. Read the sentence.

“Well... . It was ... like 10 degrees outside, and I was trying to warm-up my car.”

Which of the following facts prove the irony of the above sentence?

- A “My mom asked if I wanted her to go up with me; I just shook my head, “No.”
- B “As it turned out, with today’s fuel-injected cars, the car will likely warm up within the same few minutes whether you are driving it or not.”
- C “As we do each month, we will start with the juvenile cases; so they and their parents can be spared details of more serious charges,”
- D “Does a car warm-up faster moving or sitting still?”

32. How does this essay meet the judge’s non-fiction essay requirement?

- A There was a consequence to action.
- B It gives information that can be verified.
- C It has a protagonist and an antagonist.
- D The essay has 695 words in Chicago style.

33. Which sentence best supports the main idea of this essay?

- A “We have a full house, so listen up for your name...”
- B -- respectfully submitted to Judge Masterson in 695 words by Hunter Grant
- C “What grade are you in?”
- D “You were speeding to warm-up your car?” he asked.



34. Read the sentence.

Judge Masterson asked me why I's going 11 mph over the speed limit.

What change, if any, needs to be done to the above sentence?

- A change I's to I was
- B change I's to I'd
- C change I's to I'm
- D no change

35. Read the sentence.

“Yes, sir,” I offered as I shuffled to my left and into the cold stare of a grandmother who is disappointed.”

What literary device did the author use in this sentence?

- A imagery
- B hyperbole
- C tone
- D simile

36. Which of the following sentences from the selection summarizes this essay?

- A “You don’t have to use Chicago style.”
- B It’s a formal style of writing.
- C It’s all in third person, and that, IMHO, makes it rather dry reading.
- D One thing I know for certain, I won’t speed through Blanchard again for any reason.

**Read the following copy of Abraham Lincoln’s letter to his step-brother. The original is in the Library of Congress in Washington D.C. Then answer the following questions.**

Washington, December 24, 1848

Dear Johnston:

Your request for eighty dollars, I do not think it best, to comply with now. At the various times when I have helped you a little, you have said to me “We can get along very well now” but in a very short time I find you in the same difficulty again. Now this can only happen by some defect in your conduct. What that defect is, I think I know. You are not lazy, and still you are an idler. I doubt whether since I saw you, you have done a good whole day's work, in any one day. You do not very much dislike to work; and still you do not work much, merely because it does not seem to you that you could get much for it. This habit of uselessly wasting time, is the whole difficulty; and it is vastly important to you, and still more so to your children that you should break this habit. It is more important to them, because they have longer to live, and can keep out of an idle habit before they are in it; easier than they can get out after they are in.

You are now in need of some ready money; and what I propose is, that you shall go to work, “tooth and nail” for some body who will give you money [for] it. Let father and your boys take charge of things at home—prepare for a crop, and make the crop; and you go to work for the best money wages, or in discharge of any debt you owe, that you can get. And to secure you a fair reward for your labor, I now promise you, that for every dollar you will, between this and the first of next May, get for your own labor, either in money, or in your own indebtedness, I will then give you one other dollar. By this, if you hire yourself at ten dolla[rs] a month, from me you will get ten more, making twenty dollars a month for your work. In this, I do not mean you shall go off to St. Louis, or the lead mines, or the gold mines, in Calif[ornia,] but I [mean for you to go at it for the best wages you] can get close to home [in] Coles county. Now if you will do this, you will soon be out of debt, and what is better, you will have a habit that will keep you from getting in debt again. But if I should now clear you out, next year you will be just as deep in as ever. You say you would almost give your place in Heaven for \$70 or \$80. Then you value your place in Heaven very cheaply for I am sure you can with the offer I make you get the seventy or eighty dollars for four or five months work. You say if I furnish you the money you will deed me the land, and, if you dont pay the money back, you will deliver possession. Nonsense! If you cant now live with the land, how will you then live without it? You have always been [kind] to me, and I do not now mean to be unkind to you. On the contrary, if you will but follow my advice, you will find it worth more than eight times eighty dollars to you.

Affectionately Your brother

A. LINCOLN

37. Read the sentence.

**You are not lazy, and still you are an idler.**

**From which perspective did Abraham Lincoln write this letter?**

- A a family perspective
- B personal needs
- C previous experience
- D lack of knowledge

38. The textual statement of “At the various times when I have helped you a little, you have said to me ‘We can get along very well now’ but in a very short time I find you in the same difficulty again,” shows Abraham Lincoln used the structure of

- A compare/contrast
- B cause/effect
- C protagonist/antagonist
- D claims/evidence

39. Read the sentence.

**You say you would almost give your place in Heaven for seventy or eighty dollars.**

**By quoting his step-brother, Lincoln adds meaning with which literary element?**

- A setting
- B plot
- C characterization
- D conflict

40. The author’s use of the quote Heaven as it is used in the letter shows the writer’s tone of

- A delight.
- B respect.
- C frustration.
- D humor.

## Writing Supplements

### Writing Supplements

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

# Writing Supplements

## Modified Citations

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

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

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

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

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

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

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

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

## Works Cited

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

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

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

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

## Writing Supplements

### Modified Citations (continued)

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

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

## Writing Supplements

### Modified Essay Organizer

- I. Topic:
- II. Purpose:
- III. Introduction – paragraph 1
  - A Hook – catch reader’s interest
  - B Thesis sentence with support – what reader will remember
- IV. Body – paragraphs 2-4
  - A Strongest support – possible opponent idea, counter with quality of information, examples, experiences
  - B Weakest support – information, examples, needs, relationship to reader
  - C Strong support - positive qualities to greater group
- V. Conclusion – paragraph 5
  - A Relevance and quality of essay
  - B Restatement of thesis sentence with connection to the reader.

## **Glossary - Grade 8 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)

**active voice** – subject is doing the action in a sentence (8.5.R.1)

**adjectives** – 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) (7.5.W.2) (8.5.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) (5.5.R.2) (6.5.W.2) (7.5.R.2) (8.5.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\*) (7.4.R.3) (8.4.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\*) (7.3.R.4\*) (8.3.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\*) (7.4.R.1) (8.4.R.1)

**analyze** – examine carefully as in study it carefully (5.3.R.5\*) (6.2.R.2\*) (7.2.R.2\*) (8.2.R.2\*)

**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) (5.3.R.3\*) (6.3.R.3\*) (7.3.R.3\*) (8.3.R.3\*)

**antecedents** – original noun that has a pronoun following it (3.5.R.2) (4.5.R.2) (5.5.R.2) (6.5.R.2) (7.5.R.2) (8.5.R.2)

**antonyms** – words that are opposite in meaning (3.4.R.1\*) (4.4.R.1\*) (5.4.R.1) (6.4.R.1\*) (7.4.R.1) (8.4.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.6) (6.5.W.6) (7.5.W.6) (8.5.W.6)

\*indicates a power standard



## **Glossary - Grade 8 OAS English Language Arts Vocabulary**

**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) (5.3.R.4\*) (6.3.R.4\*) (7.3.R.4\*) (8.3.R.4\*)

**opinion** – something which cannot be proven; what someone believes (3.3.R.6) (4.2.W.1) (5.3.R.6\*) (7.3.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 (6.2.R.3\*) (7.2.R.3\*) (8.2.R.3\*)

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

**participle** – verbal that functions as an adjective or a noun (8.5.R.2)

**parts of speech** – category of words according to their use in sentences (6.4.R.4\*) (7.4.R.4) (8.4.R.4)

**passive voice** – subject is receiving the action in a sentence (8.5.R.1)

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

**pathos** – appeals to any emotion or value (8.3.R.4\*)

**periods** – end mark for statement sentences (3.5.W.4) (4.5.W.5) (6.5.W.5) (7.5.W.5) (8.5.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) (5.3.R.4\*) (6.3.R.4\*) (7.3.R.4\*) (8.3.R.4\*)

**perspective** – writer or narrator’s interpretation of what happens in a story, a way of looking at something (6.3.R.2\*) (7.3.R.2\*) (8.3.R.2\*)

**persuade** – writing that provides opinion and facts to cause a change (3.3.R.1) (4.3.R.1) (5.3.R.1\*) (6.3.R.1\*) (7.3.R.1\*) (8.3.R.1\*)

**phrases** – a group of words of support (3.3.W.2)

**plagiarism** – the use of someone else’s ideas without giving that person credit (6.6.W.3) (7.6.W.3) (8.6.W.3)

\*indicates a power standard

## **Glossary - Grade 8 OAS English Language Arts Vocabulary**

**plot** – sequence of events or actions (beginning, middle, and end) (3.3.R.3)  
(4.3.R.3) (5.3.R.3\*) (6.3.R.3\*) (7.3.R.3\*) (8.3.R.3\*)

**poetry** – patterned form of writing that usually contains rhyme and rhythm  
(3.2.R.2\*) (4.2.R.2\*) (5.2.R.2\*) (6.2.R.2\*) (7.2.R.2\*) (8.2.R.2\*)

**point of view** – the way the author tells a story or information (3.3.R.2) (4.3.R.2)  
(5.3.R.2\*) (6.3.R.3\*) (7.3.R.2\*) (8.3.R.2\*)

**possessive noun** – a noun that shows ownership (3.5.R.2) (4.5.R.2)

**possessive pronoun** – noun replacement that shows ownership (3.5.R.2) (4.5.R.2)

**prefix** – affix added to the front of a word that changes the word’s definition

**preposition** – words that are used to describe the relationship between words  
(3.5.W.2) (4.5.W.2) (5.5.W.2) (6.5.W.2) (7.5.W.2) (8.5.W.2)

**prepositional phrase** – group of words that begins with a preposition and ends  
with one or more nouns or pronouns that serve as the object of the preposition  
(3.5.R.2) (4.5.R.2) (5.5.R.2) (6.5.R.2)

**rewrite** – organizing thoughts to write (3.2.W.1) (4.2.W.1) (5.2.W.1) (6.2.W.1)  
(7.2.W.1) (8.2.W.1)

**primary source** – first-hand account of an event or occurrence (6.6.R.2) (7.6.R.2)  
(8.6.R.2)

**problem/solution** – an unwelcome situation identified and solved within the  
narrative text of fiction or nonfiction (3.3.R.7) (4.3.R.7) (5.3.R.7\*) (6.3.R.7\*)  
(7.3.R.7\*) (8.3.R.7\*)

**pronoun** – a word that takes the place of a noun (3.5.R.2) (4.5.R.2) (5.5.W.2)  
(6.5.W.2) (7.5.W.2) (8.5.W.2)

**pronunciation** – the act of sounding out a word slowly (5.4.R.4) (6.4.R.4\*)  
(7.4.R.4) (8.4.R.4)

**proper adjective** – describing words that require a beginning capital letter  
(4.5.W.4)

**protagonist** – leading or a main character in a fictional literary text (4.3.R.3)  
(5.3.R.3\*) (6.3.R.3\*) (7.3.R.3\*) (8.3.R.3\*)

**publish** – prepare for others to share (3.2.W.4) (4.2.W.4) (5.2.W.4) (6.2.W.5)  
(7.2.W.5) (8.2.W.5)

\*indicates a power standard

## **Glossary - Grade 8 OAS English Language Arts Vocabulary**

**transitions** – words that connect ideas, sentences, or paragraphs (3.2.W.2) (4.2.W.2) (5.2.W.2) (6.2.W.3)

**unreliable narrator** – a questionable or uniformed speaker or character (8.3.R.3\*)

**usage** – the way mechanics works with grammar to communicate (6.2.R.4\*) (7.2.R.4\*) (8.2.R.4\*)

**unsubstantiated** – claim has no proof or evidence in the text (8.3.R.6\*)

**vague pronouns** – noun substitutes that leave questions as to what or whom they relate (e.g., it, which, this, that) (7.5.R.2) (8.5.R.2)

**validity** – point at which something can be believed correct or true (6.6.R.3) (7.6.R.3) (8.6.R.3)

**verb** – action, or state of being word in an independent clause (3.5.W.2) (4.5.W.2) (5.5.W.2) (7.5.W.2) (8.5.W.2)

**verbal** – verb form functioning in a sentence as a noun, an adjective, or an adverb (8.5.R.2)

**verbal irony** – words an author says to express attitude or action the opposite of what is intended (7.3.R.4\*) (8.3.R.4\*)

**verb tense** – action; state of being word that changes to show when the action takes place or state of being (4.5.R.2) (6.5.W.2) (5.5.R.2) (6.5.R.2) (7.5.W.3)

**viable** – alphabetical list of technical and unusual words or terms used in a book (4.6.W.1) (5.6.W.1) (6.6.R.1) (7.6.R.1) (8.6.R.1)

**visual sources** – documented as a record material that can be viewed (4.6.R.1) (5.6.R.1)

**vocabulary** – words connected to knowledge, concepts, and processes in a language (3.4.R.5\*) (4.4.R.5\*) (5.4.R.5) (6.4.W.1) (7.4.W.1) (8.4.W.1)

**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