



ALPHA PLUS

# Reading 4



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

Oklahoma Academic Standards

*TEACHER'S GUIDE*

*SUCCESS* **OAS**  
*with*

# *Reading 4*

**Ensuring Student Success  
with  
Oklahoma Academic Standards**

*Written by Oklahoma Teachers for Oklahoma Teachers*

*Tammie Richardson*



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# SUCCESS *with* OAS

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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, 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.

### **Teacher’s Guide structure:**

- OAS objective number and content
- Vocabulary
- Answer Key
- Lesson
- Lesson Extension
- Writing Objective number and content
- Comprehensive Assessment

### **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 passage and answer ten questions. A majority of the passages 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 passage and answer ten 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 each 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 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; academic vocabulary words 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. Suggestions of selections are listed for each lesson extension. If 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. Live links verified in October 2018.

### Style and Reasons for

- 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*.
- Passages may have sentences with errors. An incorrect sentence should re-appear in a question. Passages are commissioned or authentic, following OSDE Test and Item Specifications. There are passages to 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. Passages 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 within the lesson.

Editor's Note: The following poem is from a former student of many years ago. While she is not a teacher, she experienced what educators went through then and continue to today. As a very perceptive student, Peggy knew she was important to her teacher. 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

## Table of Contents

| <b>Suggested Order</b> | <b>Strand Number</b> | <b>Strand Description</b>                                                                                                                              | <b>Teacher Guide Page Number</b> | <b>Student Book Page Number</b> |
|------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <b>1</b>               | 4.2.R.1              | Students will distinguish how key details support the main idea of a passage.                                                                          | 1                                | 1                               |
| <b>2</b>               | 4.2.R.2              | Students will compare and contrast details in literary and nonfiction/informational texts to discriminate genres.                                      | 21                               | 19                              |
| <b>3</b>               | 4.2.R.3              | Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.                                       | 42                               | 37                              |
| <b>4</b>               | 4.2.R.4              | Students will begin to paraphrase main ideas with supporting details in a text.                                                                        | 64                               | 57                              |
| <b>5</b>               | 4.3.R.1              | Students determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.           | 88                               | 79                              |
| <b>6</b>               | 4.3.R.2              | Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.              | 106                              | 95                              |
| <b>7</b>               | 4.3.R.3              | Students will describe key literary elements:<br>setting<br>plot<br>characters (i.e., protagonist, antagonist)<br>characterization<br>theme            | 126                              | 113                             |
| <b>8</b>               | 4.3.R.4              | Students will find examples of literary devices:<br>simile<br>metaphor<br>personification<br>onomatopoeia<br>hyperbole<br>imagery<br>symbolism<br>tone | 146                              | 131                             |
| <b>9</b>               | 4.3.R.5              | Students will distinguish fact from opinion in a text and investigate fact for accuracy.                                                               | 168                              | 151                             |
| <b>10</b>              | 4.3.R.6              | Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).                      | 183                              | 165                             |
| <b>11</b>              | 4.3.R.7              | Students will ask and answer inferential questions using the text to support answers.                                                                  | 200                              | 181                             |



## Table of Contents

| <b>Suggested Order</b> | <b>Strand Number</b> | <b>Strand Description</b>                                                                                                                                                             | <b>Teacher Guide Page Number</b> | <b>Student Book Page Number</b> |
|------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <b>12</b>              | 4.4.R.1              | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.                                                        | 217                              | 199                             |
| <b>13</b>              | 4.4.R.2              | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.                                                          | 238                              | 217                             |
| <b>14</b>              | 4.4.R.3              | Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.                                                                        | 255                              | 233                             |
| <b>15</b>              | 4.4.R.4              | Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs, and homonyms.                                        | 273                              | 249                             |
| <b>16</b>              | 4.4.R.5              | Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.                                 | 291                              | 265                             |
| <b>17</b>              | 4.5.R.1              | Students will recognize pronouns and irregular possessive nouns.                                                                                                                      | 309                              | 283                             |
| <b>18</b>              | 4.5.R.2              | Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.                                                          | 329                              | 301                             |
| <b>19</b>              | 4.5.R.3              | Students will recognize comparative and superlative adjectives and adverbs.                                                                                                           | 348                              | 317                             |
| <b>20</b>              | 4.5.R.4              | Students will recognize prepositional phrases and conjunctions.                                                                                                                       | 370                              | 337                             |
| <b>21</b>              | 4.5.R.5              | Students will recognize the subject and verb agreement.                                                                                                                               | 388                              | 355                             |
| <b>22</b>              | 4.6.R.1              | Students will use their own viable research questions to find information about a specific topic.                                                                                     | 404                              | 369                             |
| <b>23</b>              | 4.6.R.2              | Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text. | 421                              | 385                             |
| <b>24</b>              | 4.6.R.3              | Students will determine the relevance and reliability of the information gathered.                                                                                                    | 437                              | 401                             |

## Teacher's Guide

**4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.**

### Vocabulary

main idea, paragraph, supporting detail

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

**Lessons will be completed as a class exercise.**

### Answer Key:

#### Now Try It

1. C
2. A
3. D

#### Guided Practice

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

**Essential Question:** Sample response:

Good readers and writers identify and state the main idea using their own words and include the main supporting details to paraphrase the text.

## Teacher's Guide 4.2.R.4

Answer Key (continued)

### Independent Practice

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

**Essential Question:** Sample response:

Reread the passage and look for unfamiliar words; rewrite the author's idea in your own words, without changing or adding to the information or story in the original text.

### Continuous Practice

- |       |         |
|-------|---------|
| 1. A  | 4.2.R.4 |
| 2. C  | 4.4.R.5 |
| 3. D  | 4.5.R.4 |
| 4. C  | 4.3.R.4 |
| 5. B  | 4.3.R.4 |
| 6. A  | 4.3.R.3 |
| 7. B  | 4.3.R.3 |
| 8. A  | 4.4.R.4 |
| 9. C  | 4.3.R.4 |
| 10. D | 4.2.R.4 |

## Teacher's Guide 4.2.R.4

Answer Key (continued)

### Lesson Extension

An extension for paraphrasing is to create situations or task cards with original passages and blank pages for students to paraphrase.

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

**4.2.W.2** Students will edit drafts and revise for clarity and organization.

Students write a short story and have a partner paraphrase the story, making certain not to change nor add to the original intent or purpose of the original story.

4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.

## Vocabulary

|                          |                                                                                 |
|--------------------------|---------------------------------------------------------------------------------|
| <b>main idea</b>         | central thought of nonfiction writing                                           |
| <b>paraphrase</b>        | put something into one's own words clarifying the statement using simpler words |
| <b>supporting detail</b> | evidence backing up and explaining a main idea or theme                         |

## Real-World Connections

When paraphrasing is first introduced, a student might think it will be a difficult skill to learn. However, without realizing it, most students have been doing it for years. **Paraphrasing** is saying or writing the **main idea** or central thought of something in clear, easy to understand words with a few main facts, examples, definitions, or explanations that are **supporting details** to the main idea.

Young people are often asked to explain answers on test questions. Most test takers want to write as little as possible, yet they want to get a good grade. Learning the few requirements to do that will become a life-time skill with many benefits. Writing an explanation is a paraphrase of what was taught about a subject.

The first requirement in writing a paraphrase is the work must be in the writer's own words. It may appear to be easier to copy sentences or ideas from another writer, but that is a form of stealing. Stealing someone's sentences is plagiarism. A big word that means big trouble for anyone who copies another person's work and uses it as their own. Many authors like for people to use their work if they receive credit for being the author of the information.



## Lesson (4.2.R.4)

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

The next requirement in writing a paraphrase is that it has the very same purpose and meaning as the original work. To use clear concise words with the same meaning means the paraphrase will most likely be the same length as the original work or a little longer.

To accomplish the goal of writing a good

paraphrase, the student reads the original work to understand the main idea and the main supporting information. While reading for specifics to write a paraphrase makes a good writer, it also develops the skill of reading for meaning.

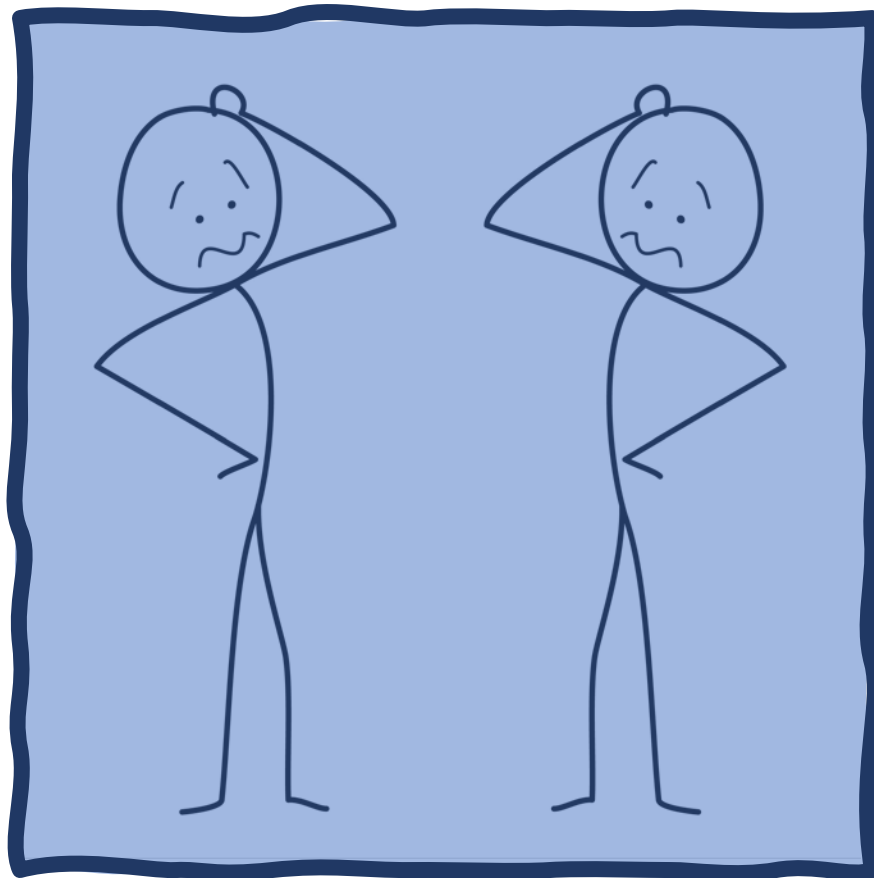


### Supporting details may include the following:

1. **Descriptions-** Descriptive details include the five senses. Details can be in the form of similes, metaphors, comparisons, and contrasting.
2. **Vocabulary-** Expanded vocabulary may be in synonyms, antonyms, and onomatopoeias, as well as powerful action verbs that are connected to the topic.
3. **Proof-** proof such as facts, statistics, and dates are details that cannot be disputed or contradicted.
4. **Voices-** Expert quotes, personal opinions, and personal experiences are considered soft proof that adds substance to supporting sentences.
5. **Explanation-** Explanations adding clarifications to support ideas.
6. **Opposition-** Any counter arguments in a persuasive structured text.

**How to Paraphrase a Written Passage in Four Easy Steps:**

1. Read the passage carefully. That means readers need to read the passage three or more times for a complete understanding of what it says.
  
2. Underline the key words because underlining key words helps readers see what is important in the passage. Find the meaning of any unknown words using a dictionary or a thesaurus for synonyms.
  
3. Rewrite the paragraph or passage as a personal version using different words than the author used.
  
4. Read the paraphrase aloud; correct all mistakes.
  - A The paraphrase is approximately the same length as the original passage.
  - B The authors original text is not in the paraphrase.
  - C The paraphrase has the same meaning and purpose as the original work.



**Now Try It**

*Read the passage. Then answer the following questions.*

1. Elizabeth Blackwell was the first woman to earn a medical degree in the United States. After being rejected by several established medical schools, Elizabeth Blackwell was finally admitted to Geneva Medical School in New York in 1847. In 1849, Elizabeth Blackwell graduated first in her graduating class.

Select the best paraphrase for the above paragraph?

- A Elizabeth Blackwell was the first woman to become a doctor. She went to a medical school in Geneva, and she graduated in 1849.
- B Elizabeth Blackwell was the first woman to earn a medical degree in the United States. After being rejected by several schools, Elizabeth Blackwell was finally admitted in New York in 1847. In 1849, Elizabeth Blackwell graduated.
- C The first woman to earn a medical degree in the US was Elizabeth Blackwell. She was rejected by several medical schools but accepted in New York's Geneva Medical School in 1847 where she graduated, top in her class.
- D Blackwell chose to become a doctor, even though she had a hard time being accepted into a medical school. She graduated from medical school in 1849.

**Final questions to ask when selecting the best paraphrase.**

1. Is the paraphrase approximately the same length as the original passage? \_\_\_\_\_
2. Has any part of the passage been copied?  
\_\_\_\_\_
3. Does the paraphrase have the same meaning and purpose as the original passage? \_\_\_\_\_



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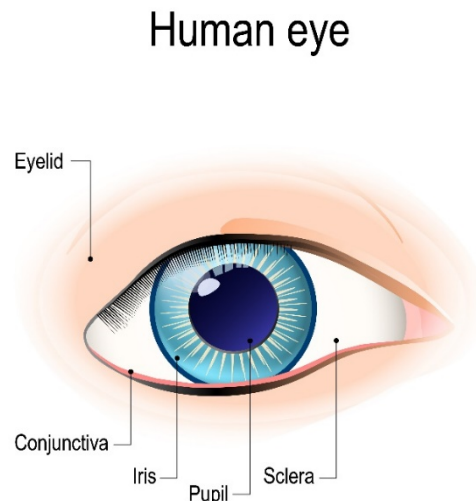
2. The small black part of the eye is the pupil. Its job is to let the right amount of light into the eye to make vision possible. If a person is in the bright sun, the pupil will be small because there is so much light. If a person is in a dark room, the pupil will get big to let in as much light as possible.

Select the best paraphrase for the above paragraph.

- A The pupil of the eye is the black part in the center of the eye. It helps a person to see by letting the correct amount of light into the eye. When a person is in the bright sun there is a lot of light, so the pupil gets much smaller. It gets big when the person is in the dark, so the pupil can let in as much light as possible.
- B The black part of the eye becomes small when it is bright outside. Inside a dark room, the pupil gets bigger.
- C The black part of the eye is called the pupil. It works to let the right amount of light into the eye for a person to see. If a person is in the bright sun, the pupil will be small because there is plenty of light. If a person is in a dark room, the pupil will get big to let in as much light as it can.
- D Pupils in the eye regulate light in and out of the eye.

**Final questions to ask when selecting the best paraphrase.**

1. Is the paraphrase approximately the same length as the original passage?
2. Has any part of the passage been copied?
3. Does the paraphrase have the same meaning and purpose as the original passage?



In every well-written paragraph or passage there is a main idea. In this lesson, students will paraphrase the main idea and some supporting details. Supporting details are any descriptions, examples, or explanations that make the main idea clear and relevant to readers or audiences. Many times, teachers ask students to give more details and to elaborate or expand on the ideas. That means the main idea needs stronger connection to supporting details.

There are several types of supporting details that students can learn to write.



Read the passage. Then answer the questions that follow.

## Oklahoma Heartland Flyer

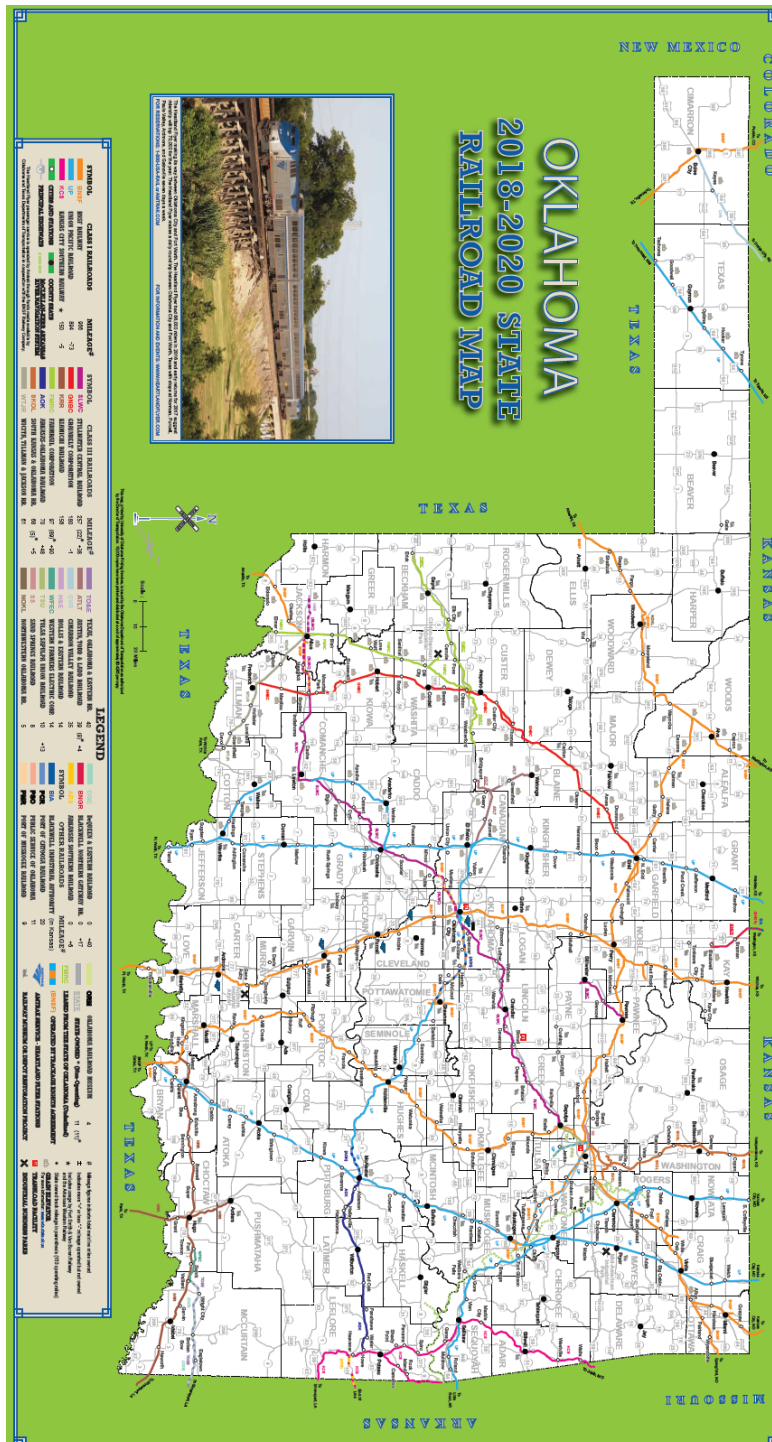
- 1 Since train rides are in many stories, movies, and television shows, a train ride on the Oklahoma Heartland Flyer would be an interesting adventure for a family. The train runs from Oklahoma City to Fort Worth, Texas, with stops in Norman, Purcell, Pauls Valley, and Ardmore then crosses into Texas for a stop in Gainesville before reaching Fort Worth. The adventure could be for a round trip in a day or spend several days according to the family's schedule. An incentive for taking a train ride before a student's twelfth birthday is a free round-trip ticket and T-shirt when the student joins the Annual Heartland Flyer's Kid's Club.
- 2 Another good thing about taking a train ride for an adventure is that weather is never a problem. The train schedule and tickets are online, so families can plan come rain or sunshine. After printing the ticket, the actual payment is made to the conductor on the train. Because the train goes in both directions, families living south of Oklahoma City can decide where they want to board the train and what they want to see. The seats are spacious, and the windows are big; that means there is plenty of room to stand, stretch, or sit. The scenery outside will probably not have cowboys riding horses beside the train or be experiencing any of the movie escapades, but there may be cows or other range animals on the farmlands by the railroad tracks.
- 3 Because there are places in the United States where train travel is as common as automobile travel is to people in Oklahoma, it is a learning experience to see how people travel in other parts of the country. When stories refer to events on a train or history books explain how trains played an important part in the economic development of the United States, it is easier to understand the printed page after having a personal knowledge of train transportation.



<https://www.ok.gov/odot/images/Amtrak-HFlyerWashita.jpg>

4 Someday the families north of Oklahoma City may have rail service, but for now, their adventure would need to start in Oklahoma City. That can be an interesting adventure. The Oklahoma Railway Museum in Oklahoma City offers 40-minute train rides on the first and third Saturdays in April through August. The ages suggested for the train ride are 0 to 99+. So, plan to climb aboard soon.

<https://www.ok.gov/odot/documents/Rail%20Map%202018-2020.pdf>



*Answer the following questions.*

1. Select the supporting detail that suggests reasons to take a train trip.
  - A It is a learning experience to see how people travel in other parts of the country.
  - B The train museums in Oklahoma City offer a 40-minute train ride.
  - C The train runs between Fort Worth and Oklahoma City.
  - D There may be cows and other range animals on the farmland by the railroad tracks.
  
2. Which sentence below best states the main idea of the passage?
  - A Riding a train is dangerous.
  - B Riding a train is necessary travel.
  - C Riding the train is an interesting experience.
  - D Riding a train is expensive.
  
3. Select the best paraphrase of paragraph 1.
  - A Trains have Kid's clubs.
  - B Trains are the subject of many forms of entertainment, so taking a trip on a train makes for a better understanding of that subject. Since it is easy to do on the Oklahoma train, the family can make the trip as long or short as they want.
  - C The Amtrak train runs from Oklahoma City to Fort Worth.
  - D Families can get on the train anywhere between Oklahoma City and Fort Worth, Texas.



**Kids Club**

Answer the following questions.

4. Select the best paraphrase of the main idea in paragraph 2?
- A The train pulls into Oklahoma City if a family gets on the train south of Oklahoma City.
  - B The seats are big and comfortable.
  - C The cowboy rides outside by the train tracks.
  - D Train trips are easy to plan since it can rain or be nice, and families can travel north or south in comfort while watching out the window.

5. Read the following.

Since train rides are in many stories, movies, and television shows, a train ride on the Oklahoma Heartland Flyer would be an interesting adventure for a family.

The above sentence supports the main idea by

- A providing a fact.
  - B giving an opinion.
  - C giving a counter argument.
  - D use of mathematical vocabulary words.
6. What is the best paraphrase of paragraph 4?
- A Until a train runs north out of Oklahoma City, families board a train after getting to Oklahoma City and go south. Some families may want to visit the museum of train items in Oklahoma City.
  - B Buy a ticket to go away from Oklahoma City if that is what a family wants to see.
  - C The train goes back to Fort Worth after spending the day in Oklahoma City.
  - D Wait for good weather to ride the 40-minute train ride at the museum.

Answer the following questions.

7. A paraphrase of a text has all the following characteristics except

- A the main idea of the passage.
- B the main supporting details.
- C the original author’s words.
- D a similar length of original text.



8. All the following are ways to avoid plagiarism except

- A use a thesaurus to find synonyms of the author’s words.
- B use only short original sentences.
- C use easy to understand sentences.
- D select words to clarify the original words.

9. Read the following.

The Oklahoma Railway Museum wants people of all ages to feel free to ride their trains. They show the age numbers to encourage everyone to participate. They also suggest visiting April through August when they are open.

Select the best paraphrase of the above paragraph?

- A There is an Oklahoma Railway Museum.
- B April through August, the Railway Museum encourages families to make a visit.
- C The Oklahoma Railway Museum wants people of all ages to come ride the train.
- D The Oklahoma Railway Museum is open April through August.

10. Explain the different types of supporting details.

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**Guided Practice (4.2.R.4)**

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

*Answer the following question.*

**Essential Question:** *Explain how good readers and writers paraphrase effectively.*



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Answer the following questions.

1. Read the following.

I \_\_\_\_\_ been to Oklahoma City to watch a basketball game.

Select the correct present perfect tense to complete the above sentence.

- A have
- B has
- C will
- D hasn't



2. Read the following.

George has been the leader of the group since \_\_\_\_\_ was in fourth grade.

Select the correct pronoun to complete the above sentence.

- A him
- B he
- C his
- D her

3. Read the following.

The Atlantic Ocean is \_\_\_\_\_ than the Pacific Ocean.

Select the correct comparative adjective to complete the above sentence.

- A warm
- B warmer
- C warmest
- D more warm

Answer the following questions.

4. Read the following.

The students have \_\_\_\_\_ their science projects for the fair.

Select the correct verb tense to complete the above sentence.

- A completed
- B complete
- C completes
- D completing

5. Read the following.

All of the \_\_\_\_\_ desks were moved across the hall.

Select the correct irregular possessive noun to complete the above sentence.

- A child
- B childrens'
- C children's
- D childs

6. Read the following.

Skydiving was the \_\_\_\_\_ incredible experience of all our adventures.

Select the correct superlative adjective to complete the above sentence.

- A mostest
- B much
- C more
- D most



Answer the following questions.

7. Read the following.

The dog \_\_\_\_\_ all night long!

Select the verb tense to complete the above sentence.

- A have barked
- B done barked
- C barked
- D been barked



8. Read the following.

The \_\_\_\_\_ basketball game is this weekend.

Select the correct irregular possessive noun to complete the above sentence.

- A women
- B womens'
- C woman
- D women's



9. Read the following.

The cat ran \_\_\_\_\_ quickly than the dog.

Select the correct comparative adverb to complete the above sentence.

- A more
- B much
- C mostest
- D most

Answer the following questions.

10. Read the following.

The three \_\_\_\_\_ shoes match.

Select the correct irregular possessive noun to complete the above sentence.

- A man's
- B mens
- C men's
- D man



# 4<sup>TH</sup> GRADE

# COMPREHENSIVE ASSESSMENT

Read the passage. Then answer the questions that follow.

### Who's in Trouble Now?

- 1 "Tattle tale, tattle tale!" I sing out for all to hear. After ten minutes of Yoshi's teasing, I don't care who know I am angry. It all started after school when Yoshi's teacher, Mrs. Cho, gave me a red folder to put in my backpack. Yoshi didn't say anything right away, but as soon as we got out of the building, she started pestering me to find out what was in this folder.
- 2 "You tell me what it is, or I'll tell on you!" Yoshi retorts. She skips circles around me as we continue down the street. We are two blocks from home and, as far as I was concerned, we can't get there fast enough.
- 3 "It's just a folder!" I keep my hands jammed in my pockets to keep from hitting my little sister. She is such a pest! They told me Yoshi means "joy" in Japanese, but I think when they gave the name to my sister it meant "rat." She is always ratting me out for things that are none of her business.
- 4 "You're being mean!" Yoshi stomps her foot and sticks out her lip like she is going to cry. She has never really cried when she does this; she just acts like it, and then when she gets her way, sticks her tongue out at me when Mom isn't looking. She is such a rat!
- 5 "You're the mean one!" I say and keep walking. Yoshi is a combination of Lucy in the Peanuts comic strip and Margaret from Dennis the Menace. Yoshi, Lucy, and Margaret are all obnoxious, obstinate, ornery girls! Yoshi wants to know everyone's business. If it is good news, she tells it first. If it is bad news, she makes it sound like I am to blame?
- 6 If she finds out this secret, it will ruin the surprise. Her first-grade class read the most books over the school year, and they are going to get a surprise party. Our mom is going to arrange it. The folder from her teacher is full of party notes and food menus. If Yoshi finds out, it will ruin the surprise for everyone.

- 7 Finally, we are home. As I turned Stop! We just have to walk up the steps. Yoshi, stop trying to grab my backpack. She misses and lands face down in the dirt. I can't help laughing because, even though she is really crying now, I think it is funny.
- 8 "Hey!" the screen door slams open. Mom is mad, and I bet I'm in trouble again. Wow! This time I am wrong!
- 9 "Yoshi," Mom points a finger at my sister. "What are you doing grabbing your sister's backpack? You are in so much trouble!"

**1) Which sentence from the passage answers the title’s question, “Who’s in Trouble, Now?”**

- A It all started after school when Yoshi’s teacher, Mrs. Cho, gave me a red folder to put in my backpack.
- B If it is good news, she tells it first.
- C “Yoshi,” Mom points a finger at my sister. “You are in so much trouble!”
- D If Yoshi finds out, it will ruin the surprise for everyone.

4.2.R.1

**2) Determine the point of view from which this story is narrated.**

- A first person point of view
- B Mrs. Cho’s point of view
- C third person point of view
- D Yoshi’s point of view

4.3.R.2

**3) In paragraph 5, obnoxious means?**

- A silly
- B awful
- C entertaining
- D friendly

4.4.R.2



**4) In the middle of the story, what does the reader discover is inside the red folder?**

- A Good news from Yoshi's teacher.
- B Bad news from Yoshi's teacher.
- C Party notes and food menus for Yoshi's surprise party.
- D A note telling Yoshi's mom that she needed to read more books.

4.2.R.3

**5) The author wrote this selection *mainly* to**

- A entertain readers with a story about two sisters.
- B explain what it is like to have an ornery little sister.
- C describe how hard it is to hide a secret.
- D inform readers about keeping secrets from younger siblings.

4.3.R.1

**6) Which of the following sentences from "Who's in Trouble Now" contains a metaphor?**

- A I sing out for all to hear.
- B It's just a folder!
- C You're being mean!
- D She is such a rat.

4.3.R.4

- (4.2.R.1) 1. C
- (4.3.R.2) 2. A
- (4.4.R.2) 3. B
- (4.2.R.3) 4. C
- (4.3.R.1) 5. A
- (4.3.R.4) 6. D
- (4.5.R.4) 7. D
- (4.2.R.1) 8. B
- (4.2.R.4) 9. A
- (4.2.R.4) 10. A
- (4.5.R.2) 11. C
- (4.4.R.5) 12. C
- (4.5.R.3) 13. D
- (4.5.R.5) 14. B
- (4.6.R.2) 15. B
- (4.4.R.2) 16. D
- (4.5.R.1) 17. A
- (4.5.R.2) 18. C
- (4.2.R.3) 19. A
- (4.6.R.3) 20. D
- (4.6.R.2) 21. B
- (4.4.R.3) 22. D
- (4.3.R.5) 23. B
- (4.6.R.2) 24. C
- (4.2.R.2) 25. C

- (4.2.R.2) 26. A
- (4.2.R.1) 27. C
- (4.6.R.1) 28. B
- (4.4.R.3) 29. C
- (4.2.R.3) 30. D
- (4.4.R.5) 31. A
- (4.2.R.2) 32. D
- (4.4.R.5) 33. B
- (4.4.R.1) 34. A
- (4.2.R.1) 35. B
- (4.3.R.1) 36. B
- (4.3.R.3) 37. B
- (4.4.R.1) 38. D
- (4.4.R.4) 39. C
- (4.3.R.6) 40. B
- (4.3.R.7) 41. D
- (4.2.R.4) 42. A
- (4.2.R.2) 43. C
- (4.3.R.7) 44. A
- (4.2.R.1) 45. C
- (4.6.R.2) 46. B
- (4.4.R.5) 47. D
- (4.2.R.1) 48. D
- (4.3.R.5) 49. C
- (4.3.R.1) 50. A

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

**academic vocabulary-** words used in a learning or classroom setting (3.4.R.1) (4.4.R.1)

**adjectives-** words that describe nouns as in size, shape, or color (3.5.R.3)

**adverbs-** words that describe verbs, usually end in -ly (3.5.R.3)

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

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

**articles as adjectives-** *the, an, a*; words that describe nouns (3.5.R.3)

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

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

**autobiography-** a story about a person's life written by that person (3.2.R.2)

**biography-** a story about a person's life written by another person (3.2.R.2)

**caption(s)-** brief explanations of graphic features (3.6.R.2) (4.6.R.2)

**cause and effect-** action or event that makes something else happen and its results. (3.3.R.6) (4.3.R.6)

**characterization-** a character's traits, attitudes, beliefs, and/or personalities (3.3.R.3) (4.3.R.3)

**characters-** persons, animals appearing in a story (3.3.R.3) (4.3.R.3)

**chart-** abbreviated form of information (3.6.R.2) (4.6.R.2)

**climax-** action begins in solving the conflict, turning point of story (4.2.R.3)

**compare-** see how things are alike (3.2.R.2) (3.3.R.6) (4.2.R.2)

**comparative adjective-** describes in degree how much two things or people are alike or different (4.5.R.3)

**comparative adverb-** expresses in detail how much two actions are alike or different (4.5.R.3)

**compare/contrast-** similarities and differences between two or more things (3.3.R.6) (4.3.R.6)

**conflict-** struggle between characters, forces, or emotions (3.2.R.3) (4.2.R.3)

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

**conjunctions-** words that connect two or more words, phrases, or clauses, or ideas (3.5.R.4) (4.5.R.4)

**context clue-** the information from the textual setting that helps identify a word/word group (3.4.R.3) (4.4.R.3)

**contrast-** see how things are different (3.2.R.2) (3.3.R.6) (4.2.R.2)

**description-** word that shows how to do or what to see (3.3.R.6) (4.3.R.6)

**dictionary-** a book that lists many words in alphabetical order, their meanings, their syllables, and how to pronounce them (3.4.R.5) (4.4.R.5)

**domain appropriate-** words specific to a content area (e.g., mathematics, science, social studies, language) as used in textbooks and other academic contexts (4.4.R.1)

**drama-** a genre or type of writing in dialogue form with stage directions (3.2.R.2)

**electronic resources-** materials found in digital format (3.6.R.3)

**entertain-** writing that provides joy or amusement (3.3.R.1) (4.3.R.1)

**essay-** writing that is over a single subject matter (3.2.R.2)

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

**fact-** something known to be true or to have really happened; a statement that can be proven (3.3.R.5) (4.3.R.5)

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

**fiction-** made-up or imaginary happenings; not real (3.2.R.2)

**first person point of view-** informs the reader of what only the character is thinking and feeling. (e.g: I, mine, me, we, ours) (3.3.R.2) (4.3.R.2)

**genre-** type of literary element (3.2.R.2) (4.2.R.2)

**graph-** information in visual form (3.6.R.2) (4.6.R.2)

**glossary-** an alphabetical list of words in the back of a book that shows how the word was used in the book (3.4.R.5) (4.4.R.5)

**graphic features-** visuals that give the reader information (3.6.R.2) (4.6.R.2)

**heading-** main idea of a section of a text (3.6.R.2) (4.6.R.2)

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

**homograph-** words with same spelling but different meaning and sounds (3.4.R.4) (4.4.R.4)

**homonym-** words that are spelled and pronounced the same but have different meaning (3.4.R.4) (4.4.R.4)

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

**illustration-** artwork (3.6.R.2) (4.6.R.2)

**imagery-** multiple words or phrases an author uses to represent someone or something descriptively by appealing to the senses (4.3.R.4)

**implied purpose-** examples and inferred reasons for writing a text (4.3.R.1)

**infer-** make a reasonable guess about what is not directly stated in the text (3.4.R.1) (4.4.R.1)

**inferential answers-** answers based on good guesses from any little pieces of information put together and from earlier experiences (3.3.R.7) (4.3.R.7)

**inferential questions-** questions asked about what is guessed to be a fact (3.3.R.7) (4.3.R.7)

**inform-** writing that provides direction, information (3.3.R.1) (4.3.R.1)

**informational text-** text that informs readers about an event or subject (3.2.R.2) (4.2.R.2)

**interview-** to question for the purpose of finding out specific information (3.6.R.3)

**irregular possessive nouns-** a plural noun that does not follow plural spelling rules and also shows ownership (4.5.R.1)

**irregular verbs-** action; state of being words that do not follow regular rules (3.5.R.2)

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

**label-** identify of content (3.6.R.2) (4.6.R.2)

**legend-** words to visual symbols (3.6.R.2) (4.6.R.2)

**literary devices-** writing structures an author uses to add meaning to his/her work (3.3.R.4) (4.3.R.4)

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

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

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

**main idea-** central thought of nonfiction writing (3.2.R.1) (4.2.R.1)

**metaphor-** a figure of speech with an implied comparison suggesting a likeness or analogy between objects or ideas (e.g., You are my sunshine.) (3.3.R.4) (4.3.R.4)

**multiple-meaning word-** a word that has more than one unrelated definition (3.4.R.3) (4.4.R.3)

**narrative-** a written story (3.2.R.2)

**non-fiction-** writing that is true or factual (3.2.R.2) (4.2.R.2)

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

**onomatopoeia-** words whose sounds suggest the same thing (e.g. buss) (3.3.R.4) (4.3.R.4)

**opinion-** something which cannot be proven; what someone believes (3.3R.5)

**paraphrase-** put something into one's own words clarifying the statement using simpler words (4.2.R.4)

**past participle verbs-** that have completed an action, used with either have or has (3.5.R.2)

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

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

**photo-** pictures from a camera (3.6.R.2) (4.6.R.2)

**point of view-** the way in which the author reveals a viewpoint or perspective (3.3.R.2) (4.3.R.3)

**possessive nouns-** a noun that shows ownership (3.5.R.1)

**plot-** sequence of events or actions (3.2.R.3) (3.3.R.3) (4.3.R.4)

**prefix-** an affix added to the front a word example: "re" in reprint (3.4.R.2) (4.4.R.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 (4.5.R.4)

## **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!



Alpha Plus has developed successful methods and curricula that have been improving student achievement since 1992. Written by Oklahoma teachers for Oklahoma teachers, *Success with OAS* is a vital part of the Alpha Plus "Way to an A."  
-Jan Barrick  
Chief Executive Officer  
Alpha Plus Systems, Inc.



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