

TEACHER'S GUIDE

SUCCESS *with* OAS

Reading 5

Ensuring Student Success
with

Oklahoma Academic Standards

Written by Oklahoma Teachers for Oklahoma Teachers

Carolyn Greene and Jessica Chapman



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Reading 5 by Carolyn Greene and Jessica Chapman

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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

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Objective Number	Objective Description	Teacher Guide Page Number	Student Book Page Number
5.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	1	1
5.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate genres.	25	23
5.2.R.3	Students will begin to paraphrase main ideas with supporting details in a text.	50	45
5.3.R.1	Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	70	63
5.3.R.2	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	89	81
5.3.R.3	Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> •setting •plot •characters (<i>i.e., protagonist, antagonist</i>) •characterization •theme 	109	99
5.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> •simile •metaphor •personification •onomatopoeia •hyperbole •imagery •symbolism* •tone* <i>*Students will find textual evidence when provided with examples.</i>	129	119
5.3.R.5	Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.	155	145
5.3.R.6	Students will distinguish the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding.	174	163

Table of Contents

Objective Number	Objective Description	Teacher Guide Page Number	Student Book Page Number
5.3.R.7	Students will compare and contrast texts and ideas within and between texts.	193	181
5.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	217	203
5.4.R.2	Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define new words and determine the meaning of new words.	235	219
5.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	253	237
5.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	274	255
5.4.R.5	Students will use a dictionary, glossary, or thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	292	271
5.5.R.1	Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.	310	287
5.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.	329	305
5.5.R.3	Students will recognize the subject and verb agreement.	350	325
5.6.R.1	Students will use their own viable research questions to find information about a specific topic.	368	341
5.6.R.2	Students will record and organize information from various print and/or digital sources.	386	359
5.6.R.3	Students will determine the relevance and reliability of the information gathered.	405	377
	Glossary		

Teacher's Guide

5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

Vocabulary

main idea, summary, supporting idea

Review lesson in student book to prepare for Guided Practice.

Lesson will be completed as a class exercise.

Answer Key:

Lesson

Try It:

Choosing the best summary:

Responses will vary. Sample response: Response C is the best summary of *Peter Rabbit*. It shortens the length into a few sentences. It includes the main idea and only the details needed to support the main idea. It follows the same sequential order of the story, and it does not include any opinions or new information.

Explain why the other two answers are weaker summaries.

Sample responses:

Summary 1 is too short and does not include any supporting details.

Summary 2 does not follow the same sequential order of the story.

Guided Practice

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

Teacher's Guide 5.2.R.1

Answer Key (continued)

Essential Question:

Sample response:

After reading a passage, use a graphic organizer, or Who, What, When, Where, Why, and How or Somebody Wanted But So Then (SWBST) to determine the main idea and supporting details. With those notes, write a summary keeping the same sequential order as the passage and including the main supporting details. The summary should be in the summary writer's own words, be shorter than the original passage, and not include any opinions or new information.

Independent Practice

1. B
2. B
3. D
4. A
5. B
6. A
7. B
8. C
9. A
10. Sample response: I eliminated answer A because it lacks support for farming being important in Oklahoma. The other three answers do support the importance of farming.

Essential Question: Sample response:

Continuous Practice

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

Teacher's Guide 5.2.R.1

Answer Key (continued)

Lesson Extension

See the Oklahoma State Department of Education's ELA Curriculum Framework at <http://elaokframework.pbworks.com/>

for links to additional resources (e.g., lessons, activities, videos, games, etc.) relative to this objective that help align instruction to the Oklahoma Academic Standards.

Writing Extension

5.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

Suggestion: After teaching the writing objectives, teachers can use graphics in this lesson to provide a writing prompt for students.

Resources

Potter, Beatrix. *The Tale of Peter Rabbit*. Gutenberg.com. 2020. Project Gutenberg. Accessed January 2020. <http://www.gutenberg.org/cache/epub/14838/pg14838.txt>

Aesop. "The Farmer and the Stork." *The Aesop for Children*. Gutenberg.com. 2020. Project Gutenberg. Accessed January 2020. <http://www.gutenberg.org/cache/epub/19994/pg19994.txt>

Ozaki, Yei Theodora. "The Happy Hunter and the Skillful Fisher." *Japanese Fairy Tales*. Gutenberg.com. Project Gutenberg. Accessed February 2020. <http://www.gutenberg.org/cache/epub/4018/pg4018.txt>

"2019 Oklahoma Agricultural Statistics." Oklahoma Department of Agriculture. Accessed January 2020. https://www.nass.usda.gov/Statistics_by_State/Oklahoma/Publications/Annual_Statistical_Bulletin/index.php

"History of Farming in Oklahoma." The Kirkpatrick Foundation. Vimeo.com. Accessed January 2020. <https://video.search.yahoo.com/search/video?fi=mcafee&p=history+of+farming+in+oklahoma#id=1&vid=002cea27affe5b8cb07f6ee84b76087&action=click>.

"Oklahoma History: Pioneer Life in Early Oklahoma." Hub Pages. Accessed January 2020. <https://hubpages.com/travel/OklahomaHistoryPioneerLife>.

"Resources: Agricultural Facts." Oklahoma Agriculture in the Classroom. Accessed January 2020. https://www.agclassroom.org/ok/resources_facts/agfacts.php

Stevenson, Robert Lewis. "The Wind." *A Child's Garden of Verses*. Gutenberg.com. 2020. Project Gutenberg. Accessed January 2020. <http://www.gutenberg.org/cache/epub/25609/pg25609.txt>

5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

Vocabulary

main idea	central thought or idea of a reading passage
summary	brief retelling of the main idea and main supporting details of text
supporting detail	evidence to back up the main idea

Real-World Connections

Detectives sometimes work months or years on a case before a suspect is identified. Once identified, the suspect must then be located and processed. Detectives usually have huge case files that include facts, details, interviews, and forensics as well as large amounts of additional information. Since they only have a few minutes to present their case in front of a judge, they must do a good job summarizing it. The detective and legal team must skillfully sort through what they have, and they present only the best information in logical order. Just like a detective, readers must sometimes read a text, dissect it, and summarize it for various reasons.

Students write summaries of passages or books they read in many classes throughout their time in school. Summarizing correctly is an important skill that also helps students improve their comprehension skills. Summarizing can be like students telling their parents about their day or telling a friend about a new movie they saw.

A **summary** includes the **main idea**, which is the central thought, and **supporting details**, which are the evidence backing up and explaining a main idea or theme. While writing a summary, it is important to remember that it should be shorter than the original text and must include only details from the original passage. Opinions or new information has no place in a summary. However, a summary needs to include the beginning, middle, and end of the selection in the same sequential order as the original. The summary will be shorter because only the important details are included.

To help in summarizing, students often use graphic organizers, or answer the questions: Who, What, When/Where, Why, and How to determine the information needed to formulate a well-written summary.

Try It:

Work with a partner to retell the story of Peter Rabbit, written by Beatrix Potter, and write a summary using the five Ws and H technique.

Who?
What? How?
When
Where? Why?

Adaptation of *The Tale of Peter Rabbit*

by Beatrix Potter

Once upon a time there were four little Rabbits, and their names were-- Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sandbank, underneath the root of a very big fir-tree.

“Now my dears,” said old Mrs. Rabbit one morning, “You may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out.”

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

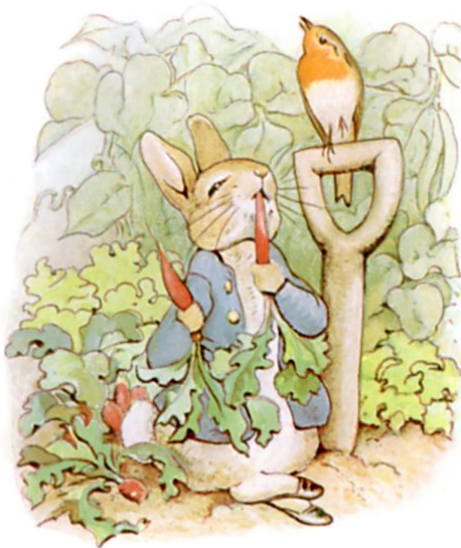


First, he ate some lettuces and some French beans; and then he ate some radishes; And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief!”

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.



After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. He rushed into the toolshed and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the toolshed, perhaps hidden underneath a flowerpot. He began to turn them over carefully, looking under each.

Presently Peter sneezed—"Kertyschoo!" Mr. McGregor was after him in no time.

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work. Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also, he was very damp with sitting in that can. Then he tried to find his way straight across the garden, but he became more and more puzzled.



He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe--scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quietly off the wheelbarrow; and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. I am sorry to say that Peter was not very well during the evening. His mother put him to bed, made some chamomile tea, and she gave a dose of it to Peter!



But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

Answer the following questions.

Who is the main character? The story is about Peter Rabbit.

What is the conflict in the story? Peter wants to go to Mr. McGregor’s garden, but his mother told him not to go.

When/Where does the story take place? The story starts in the morning in the sandbank where Peter lived with his mother and sisters, then at Mr. McGregor’s garden, and finally back at Peter’s home.

Why does Peter want to go to Mr. McGregor’s garden? Peter wants to go to the garden to eat vegetables.

How do Peter’s actions lead to the end of the story? Peter disobeys his mother and goes to Mr. McGregor’s garden. While Peter is there, Mr. McGregor spots him and begins to chase him. During the chase, Peter loses his little blue jacket in a gooseberry net, hides in a watering can with water in it before narrowly escaping under the gate and running back home. When he gets home, his mother scolds him for being naughty and for losing his jacket, and then puts him to bed.

Read the following summaries of Peter Rabbit. Then answer the questions that follow.

- A Peter Rabbit almost gets caught while in Mr. McGregor’s garden.
- B Peter Rabbit was sent to bed when he got home from Mr. McGregor’s garden. He barely escaped from the garden before he was caught. He lost his jacket in the gooseberry net. He also had to hide in a watering can that had water in it. He just wanted to eat vegetables. I think Peter should have obeyed his mother.
- C Peter Rabbit wanted to go to Mr. McGregor’s garden, but his mother told him not to go there. Peter disobeyed and went anyway. While he was there, Mr. McGregor saw him and began to chase him. Peter got caught in a gooseberry net, barely escaped being trapped, and lost his jacket. He was almost caught again while hiding in a watering can. Peter was finally able to find the gate, squeeze under it, and run home. When he got home, he was too tired to eat, and he was put to bed with tea as medicine.

1. Select the best summary of the passage and explain your answer.

2. Explain why this summary was chosen over the other two summaries.

Checking a Summary

A summary...

- should be a shorter version of the original passage.
- should consist of the main idea and supporting details of the original passage.
- should include the beginning, middle, and end of the original passage.
- should NOT include opinions or new information.
- should be written in the writer's own words, not copied word for word from original text.
- should be written in the same sequential order as the original text.

Read the selection. Then answer the questions that follow.

“The Farmer and the Stork” from *The Aesop for Children*

by Aesop

A Stork of a very simple and trusting nature had been asked by a party of Cranes to visit a field that had been newly planted. But the party ended dismally with all the birds entangled in the meshes of the Farmer's net.

The Stork begged the Farmer to spare him.

"Please let me go," he pleaded. "I belong to the Stork family who you know are honest and birds of good character. Besides, I did not know the Cranes were going to steal."

"You may be a very good bird," answered the Farmer, "but I caught you with the thieving Cranes and you will have to share the same punishment with them."



Answer the following questions.

1. All the following are characteristics of a summary except:
 - A A summary should be shorter than the original passage.
 - B A summary includes the beginning, middle, and the end of the original passage.
 - C A summary should be the same length as the original passage.
 - D A summary should be in the same sequential order of the original passage.

2. What is the main idea of “The Stork and the Farmer?”
- A A stork tells the farmer he really is an honest bird.
 - B A stork learns a difficult lesson about friends.
 - C A stork likes going to parties.
 - D A stork talks his way out of trouble.
3. Which of the following would be the best summary of “The Stork and the Farmer?”
- A An innocent Stork goes with some Cranes to a field that has just been planted. All the birds get caught in the Farmer’s net. Even though the Stork tries to convince the Farmer to let him go, the Stork learns he must suffer just as the Cranes.
 - B A Stork gets caught with some Cranes eating the Farmer’s crop. The Stork claims he was honest and should be let go.
 - C Cranes invited the Stork to a party, but they all get entangled in a net because they were stealing.
 - D The Farmer catches thieves in a net. The Stork thought he was going to a party. The Farmer listened as he begged.
4. The main idea of a passage is
- A the reason an author writes a passage.
 - B a word that describes how to do something.
 - C the reader’s opinion of the passage.
 - D the central thought or theme of a passage.



Read the selection. Then answer the questions that follow.

Adapted from **“The Happy Hunter and the Skillful Fisher”** from
Japanese Fairy Tales

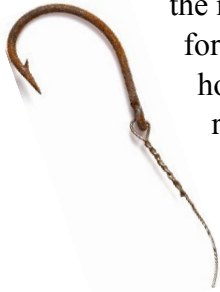
Compiled by Yei Theodora Ozaki

Long ago, Japan was ruled by two brothers who were descendants of a goddess. The older brother was very good at fishing, so they called him “Skillful Fisher of the Sea.” The younger brother was handsome, strong and brave. He was known to his people as “The Happy Hunter of the Mountains.” The two brothers lived a happy life doing what they loved. One day, the Hunter suggested that they swap places for a day. The Hunter took his brother’s fishing pole and hook and went to the seashore, while the Fisher took the bow and arrow and headed to the mountains. Neither one was successful that day, but the Hunter also had the misfortune of losing his brother’s only fishhook.



The Fisher was very angry that his brother lost his prized fishhook and vowed never to forgive him or return the bow and arrow until his hook was restored. Desperate, the Hunter searched for the hook on the shore but had no luck. Since he couldn’t find the hook, the

Hunter broke apart his beloved sword and fashioned five-hundred fishhooks from the metal. He took them to his brother and apologized again, begging for forgiveness. The Fisher refused the hooks. The Hunter again searched for the hook, came up empty and made five-hundred more fishhooks. His brother rejected them. Finally, one day while searching on the shore, the Hunter saw a mysterious old man who offered to help him find the missing hook.



The old man informed the Hunter that the hook was not on the shore, but either somewhere at the bottom of the sea or stuck in the throat of a fish. To find it, he would have to visit the underwater kingdom of the Dragon of the Sea. The old man then proceeded to fashion a special boat that took the Hunter to the Sea King’s Palace. Once there, the Hunter met the king and his two beautiful daughters. The king liked the Hunter and offered to help him find the hook. The Sea King called all his fish subjects and asked if any of them had seen or swallowed the missing hook.

None of the fish knew anything about the hook, but the king soon realized that one of the fish was missing. The Tai fish was at home, nursing a sore throat. The King sent the cuttlefish to fetch the Tai and when they returned, the King saw that the Tai fish was indeed very ill. They examined him and found that he had swallowed the special hook. The cuttlefish removed the hook for his friend and returned it to the Hunter. The Sea King liked the Hunter so much that he asked him to stay with them in their kingdom. The Hunter stayed for three years but was very homesick. Eventually, he decided to leave the underwater kingdom and return home to rule Japan. Before he left, the Sea King presented the Tide-Jewels of the Sea to him to take as a gift. One of the jewels could bring in a flood tide and one could make a flood recede.



The Hunter journeyed home, found his brother and returned the hook. The Fisher pretended to be happy that his lost brother had returned, but in his heart, he had

Guided Practice (5.2.R.1)

Name: _____

enjoyed being the sole ruler and wanted to kill his brother so he could rule Japan alone. The Fisher waited for an opportunity and one day tried to kill his brother, the Hunter, with a spear in the rice fields. Sensing the danger, the Hunter used his tide jewel to cause a terrible flood. The Fisher struggled in the water and was about to drown, but the Hunter felt sorry for him and used his second jewel to make the waters recede, sparing his brother's life. The Fisher was impressed and frightened by the Hunter's power, so he vowed to forgive him, cede all his wealth and relinquish the rule of Japan to him alone. The Hunter agreed to the truce but insisted that the Fisher give up all his evil ways. With time, the Fisher learned to be a good and honest man. The Hunter was a wonderful ruler and Japan prospered for many years in peace.

Yei Theodora Ozaki



5. What is the main idea of paragraph one of the “The Happy Hunter and the Skillful Fisher.”
- A Two brothers ruled Japan.
 - B When two brothers, the Happy Hunter and the Skillful Fisher, trade places for a day, the Hunter loses his brother’s only fishhook.
 - C The Fisher and the Hunter were descendants of a goddess.
 - D The Skillful Fisher lost his fishhook.
6. Which of the following is a supporting detail of paragraph one?
- A One day, the Hunter suggested that they swap places for a day.
 - B The Fisher was very angry because his brother lost the fishhook.
 - C The Fisher would not forgive his brother.
 - D The Hunter searched for the fishhook.
7. What is the summary of paragraph two of “The Happy Hunter and the Skillful Fisher.”
- A The Fisher is angry, but the Hunter makes him a new hook and begs for forgiveness.
 - B The Hunter uses his sword to make his brother a new hook, but the Fisher will not take it because he is so angry.
 - C The Hunter finds an old man to help him look for the fishhook because his brother won’t forgive him even though he made 500 hooks.
 - D Hunter made many fishhooks, his brother would not accept them. The Hunter continued to look and met an old man who said I would help him find the lost hook.
8. What is the main idea of paragraph three of “The Happy Hunter and the Skillful Fisher?”
- A The old man builds a boat for the Hunter.
 - B The Hunter met the king and his two beautiful daughters.
 - C The Hunter goes to the Sea King’s Palace in search of the fishhook.
 - D The king liked the Hunter.

9. What is the main idea of paragraph four of “The Happy Hunter and the Skillful Fisher?”
- A None of the fish knew anything about the hook.
 - B When the Hunter decided to go back home, the Sea King gave him the Tide-Jewels of the sea.
 - C The Hunter stayed in the underwater kingdom for three years.
 - D The king remembered one fish was missing.
10. What is the best summary of “The Happy Hunter and the Skillful Fisher?”
- A. The Happy Hunter and the Skillful Fisher were brothers who ruled Japan. They traded places one day, and the Hunter lost the Fisher’s fishhook. The Fisher would not forgive his brother, so the Hunter went to the underwater kingdom of the Dragon of the Sea. While there, the Sea King helped him find the hook. When the Hunter decided to leave, the Sea King gave him the Tide-Jewels of the Sea, so he could use them to control the tide. When he got back to Japan, his brother did not want him there, so he tried to kill the Hunter. However, the Hunter used one of the Tide-Jewels to cause a flood that nearly caused his brother to drown, but then he felt sorry for him and used the other jewel to recede the waters. The Fisher was thankful his brother saved him and agreed to forgive him and let him rule Japan. Japan thrived and the Fisher became a good man.
 - B The brothers who ruled Japan were trading places one day and the Hunter lost the Fisher’s fishhook. The Hunter looked and looked but couldn’t find the hook. The Fisher was angry and sent his brother away, and the Fisher ruled Japan forever.
 - C Japan was ruled by the Hunter and the Fisher. They did not get along very well and when the Hunter lost the Fisher’s only fishhook, it began a huge fight. They didn’t get along for many years, because the Hunter could not find the hook. So, he went to the underworld and got the Tide-Jewels from the king because he had beautiful daughters.
 - D The brothers who ruled Japan were special and they did everything together, but one day the Hunter lost his brother’s fishhook and the relationship was never the same. The Fisher never forgave his brother. Even when the Hunter found the hook, the brother still did not forgive him; so the Hunter went to the underwater kingdom and stayed.

Essential Question:

Explain the difference between the main idea and the summary of a passage.



Read the selection. Then answer the questions that follow.

The Importance of Farming in Oklahoma

What do piano keys, disposable diapers, circus tents, dice and batteries have in common? They are all items made from materials grown or produced on Oklahoma farms. Farming was one of the earliest occupations in our state and continues to be one of our most profitable and vital industries. According to the State Department of Agriculture, Oklahoma has the fifth highest number of farms among all states. We also lead the nation in rye production and rank second in beef production. Winter wheat grown in Oklahoma helps produce bread that feeds families across the country every day. Unfortunately, not many residents outside the industry know how essential it is to our success as a state. By educating people about farming, we can ensure that it remains a respected component of the place we love.

Oklahomans are known as honest and hardworking people, and we owe much of this positive perception to our roots in farming. Bob Blackburn from the Oklahoma Historical Foundation says, “Most Oklahomans can go back two or three generations and say there’s a farmer in my family.” When the early settlers came to Oklahoma, they brought with them some rude farming implements and enough grain to plant crops. They had to work long hours to break up and prepare the land for planting, but if the weather cooperated, farming could feed their large families or even provide some outside income. Early settlers mostly grew cane, sorghum or cotton. Over the years, farming has evolved in Oklahoma, but the lifestyle is still just as challenging.



The landscape and harsh weather conditions in Oklahoma are often a significant obstacle, but these challenges are sometimes beneficial in farming. In fact, some crops, like rye, tolerate drought well and thrive here. Wheat is another resilient crop. It can be cultivated in areas that are too windy, cold or dry for other staple crops like corn or rice. Most of the wheat grown in Oklahoma is hard red winter wheat that is used to make breads and flours. Winter wheat is also a source of food for cattle. Winter wheat sprouts and grows about six inches before the first frost of the year. Then it goes dormant. At this point, cattle can graze and consume what has sprouted and the plant will still grow back when the weather heats up in the spring. This is especially important in our state, where one of the greatest sources of revenue is cattle.

Independent Practice (5.2.R.1)

Name: _____

In addition to leading the nation in beef cattle production, Oklahoma is also home to the largest stocker or feeder cattle market in the world. Oklahoma City's Stockyard City opened in 1910 and has been a thriving source of commerce in the state ever since. Cattle are essential to Oklahoma farmers and ranchers because they will graze in areas either too dry, too steep or too rocky for crops to grow. While they walk, their hooves also aerate the soil, helping a greater variety of plants and grasses to grow. In addition to these benefits, cattle also provide materials necessary to create over one-hundred different types of medication.

Oklahomans are strong and resourceful, and so are our farms and farmers. They are important to our economy and our spirit. They helped to start our state, have learned to use the environment to their benefit and have provided us with goods and services that make our lives better and healthier.



Independent Practice (5.2.R.1)

Name: _____

Answer the following questions.

1. All the following are characteristics of a summary except:
 - A A summary should be in the same sequential order as the passage.
 - B A summary should include opinions.
 - C A summary should be shorter than the original passage.
 - D A summary should consist of the main idea and main supporting details.

2. What is the main idea of paragraph 2?
 - A drought in Oklahoma
 - B farming roots of Oklahoma
 - C wheat production in Oklahoma
 - D beef production in Oklahoma

3. What is the main idea of paragraph 3?
 - A cattle market in Oklahoma
 - B early settlers in Oklahoma
 - C farming implements
 - D benefit of land and weather conditions in farming

4. What is the main idea of the passage?
 - A the importance of farming in Oklahoma
 - B farming was one of the earliest occupations in Oklahoma
 - C people of Oklahoma
 - D different types of medication in Oklahoma

5. Which sentence from the passage best supports the main idea of the passage?
 - A Wheat is a resilient crop.
 - B Farmers are important to our economy and spirit.
 - C Winter wheat sprouts and grows about six inches before the first frost of the year.
 - D Early settlers mostly grew cane, sorghum, or cotton.

6. Select the best summary of paragraph 4.
- A Beef cattle production is important in Oklahoma. Cattle will graze areas not suitable for farming, and their hooves aerate the soil while they walk. They are also important in making medications.
 - B Cattle are important in making medications in Oklahoma. Cattle's hooves help soil when they walk around, and they graze areas not suitable for farming.
 - C Cattle are important in making medications in Oklahoma, but not all people believe this is important.
 - D In addition to leading the nation in beef cattle production, Oklahoma is also home to the largest stocker or feeder cattle market in the world. Oklahoma City's Stockyard City opened in 1910 and has been a thriving source of commerce in the state ever since.
7. Select the best summary of "The Importance of Farming in Oklahoma."
- A Oklahomans are strong and resourceful, and so are our farms and farmers. They are important to our economy and our spirit.
 - B Farming is important in Oklahoma for several reasons. It is an important occupation that provides food for Oklahomans as well as people in other countries. Most Oklahoma families have ancestors who were farmers. Farming was difficult for the early settlers, and even though it has improved, it still presents challenges today. The Oklahoma weather limits the crops farmers raise. However, there are resilient crops that can be raised such as rye and wheat. The wheat is an important source of food for the cattle industry on which many farmers depend. From its opening in 1910, and still today, The Oklahoma City's Stockyard City is an important commerce source in the cattle industry. Not only are the cattle important to the farmers, they are also valuable to the production of many medications. Farming is important to Oklahoma and has improved lives, economy, and overall spirit of Oklahomans.
 - C Farming and cattle industries are important in Oklahoma. The Oklahoma City's Stockyard City has also helped our state's economy. Families who had ancestors that were farmers, are the best farmers we have in Oklahoma today. If we did not have farmers, we would not have food for people or animals. The land in Oklahoma is the best land for farming. All kinds of crops can be grown in Oklahoma, and that is what makes farming so important.
 - D Farming in Oklahoma is the most important industry there is. It has helped provide bread for people all over America. It is just as challenging as it was for our ancestors, but we grow a lot more crops than they did. Our weather creates some issues for the farmers, but they still grow crops. Oklahoma is the leader in rye production, and second in beef production. The farmers and ranchers need cattle for grazing and poking holes in the soil with their hooves. This helps plants and grasses to grow. Farms and farmers are important to our economy and our Oklahoma spirit.

Independent Practice (5.2.R.1)

Name: _____

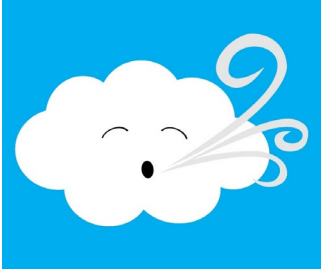
8. The writer of this passage wants to add more information. All the sentences below support the main idea except:
- A Farmers rotate the crops they plant to prevent the loss of nutrients in soil.
 - B Oklahoma farms range in size and the crops they grow.
 - C Farming is the most important occupation in all states.
 - D Cotton is an important crop in Oklahoma.
9. All the following details support the idea that farming is important in Oklahoma except:
- A It took early settlers a long time to break up and prepare the land for planting.
 - B Farming is one of our most profitable and vital industries.
 - C Winter wheat provides food for cattle, which is one of our greatest sources of revenue.
 - D Farmers have provided us with goods and services that make our lives better and healthier.
10. Explain the selected answer to question number 9, and why the other three responses were eliminated.

Essential Question:

Explain the purpose of a summary.



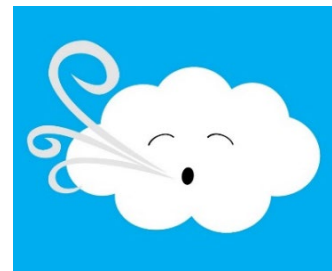
Read the selection. Then answer the questions that follow.



“The Wind”

by Robert Lewis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies’ skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!
I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!
O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!



1. A literary genre is determined by all the following except
 - A form.
 - B setting.
 - C subject.
 - D style.

2. All the following are characteristics of poetry except
 - A rhyming words.
 - B sentences and paragraphs.
 - C short lines and stanzas.
 - D rhythm.

3. Why does the author use personification in the lines “I felt you push, I heard you call”?
 - A Settings depend on objects having human qualities.
 - B Plots depend on objects having human qualities.
 - C Sound related words build human qualities in objects.
 - D Human qualities help readers relate to an object.

4. Writers use literary devices for all the following reasons except to
 - A make information more fun.
 - B clarify meaning.
 - C create a purpose.
 - D emphasize important ideas through sounds.

5. Third person point of view uses the pronouns
 - A I, my, and mine.
 - B you, yours, and ours.
 - C we, ours, and theirs.
 - D he, she, and it.

6. Using knowledge of word parts, a reader can determine that the prefix *in-* in the word inadequate means

- A not.
- B before.
- C out of.
- D together.

7. Read the following.

After they finished working, the men tied bundles of grass on their backs and headed home.

The above sentence is a

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

8. Read the following.

Long ago, an old farmer and his wife lived on the mountain.

The underlined prepositional phrase in the above sentence shows

- A the relationship of farmer to wife.
- B the relationship of long ago to mountain.
- C the relationship of long ago to wife.
- D the relationship of farmer/wife to mountain.

9. Read the following.

Yesterday, I saw students having fun at school.

Identify the tense of the underlined verb in the above sentence.

- A present participle
 - B past
 - C future
 - D present perfect
10. Explain how a student determines the correct subject and verb agreement in a sentence.
-
-
-
-
-

Glossary - Grade 5 OAS English Language Arts Vocabulary

academic vocabulary - words used in a learning or classroom setting
(3.4.R.1)(4.4.R.1) (5.4.R.1)

accuracy - that which is correct

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

analogy - comparison of two different things using one that is familiar (5.4.R.4)

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

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

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

cause and effect - action or event that makes something else happen and its results
(3.3.R.6) (4.3.R.6) (5.3.R.6)

characterization - a character's traits, attitudes, beliefs, and/or personalities
(3.3.R.3) (4.3.R.3) (5.3.R.3)

character - persons, animals appearing in a story (3.3.R.3) (4.3.R.3) (5.3.R.3)

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

complex homographs - words spelled alike with different pronunciation often based on different origins. (5.4.R.4)

complex homonyms - words spelled alike with the same pronunciation often based on different origins. (5.4.R.4)

compare/contrast - similarities and differences between two or more things
(3.3.R.6) (4.3.R.6) (5.3.R.6)

conclusion - completion of authors purpose (5.3.R.1)

condition verbs - show unlikely situations (5.5.R.2)

conjunction - words that connect two or more words, phrases, or clauses, or ideas
(3.5.R.4) (4.5.R.4) (5.5.R.1)

context clue - the information from the textual setting that helps identify a word/word group (5.4.R.3)

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

Glossary - Grade 5 OAS English Language Arts Vocabulary

description - word that shows how to do or what to see (3.3.R.6) (4.3.R.6) (5.3.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) (5.4.R.5)

digital source - material online about any subject (5.6.R.2)

domain-appropriate vocabulary - words specific to a content area (e.g., mathematics, science, social studies, language) as used in textbooks and other academic contexts (3.4.R.1) (4.4.R.1) (5.4.R.1)

draw conclusions - summary of research

electronic resource - materials found in digital format

effect - result of an action or cause

evidence -

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) (5.3.R.5)

genre - type of literary element (3.2.R.2) (4.2.R.2) (5.2.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) (5.4.R.5)

Greek root - basic Greek letters without English meaning usually needing an affix to make a word meaning (5.4.R.2)

homograph - words with same spelling but different meanings and pronunciation (3.4.R.4) (4.4.R.4)

homonym - words that are spelled and pronounced the same but have different meanings (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) (5.3.R.4)

imagery - multiple words or phrases an author uses to represent someone or something descriptively by appealing to the senses (4.3.R.4) (5.3.R.4)

implied purpose - examples and inferred reasons for writing a text (4.3.R.1) (5.3.R.1)

Glossary - Grade 5 OAS English Language Arts Vocabulary

infer - make a reasonable guess about what is not directly stated in the text
(3.4.R.1) (4.4.R.1) (5.4.R.1)

inferences - logical conclusions drawn from information not explicitly stated
(5.3.R.6)

informational text - text that informs readers about an event or subject (3.2.R.2)
(4.2.R.2) (5.2.R.2)

interjection - words showing strong emotions (5.5.R.1)

interpretation - personal explanation of or about anything

Latin root - basic Latin letters without English meaning usually needing an affix to make a word meaning (3.4.R.2) (4.4.R.2) (5.4.R.2)

literary device - writing structures an author uses to add meaning to his/her work
(3.3.R.4) (4.3.R.4) (5.3.R.4)

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

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

main idea - central thought of nonfiction writing (3.2.R.1) (4.2.R.1) (5.2.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)
(5.3.R.4)

multiple-meaning word - a word that has more than one unrelated definition
(3.4.R.3) (4.4.R.3) (5.4.R.3)

nonfiction text - writing that is true or factual (3.2.R.2) (4.2.R.2) (5.2.R.2)

objective summary - short explanation of something without opinions or unnecessary details (5.2.R.1)

onomatopoeia - words whose sounds suggest the same thing (e.g., buzz) (3.3.R.4)
(4.3.R.4) (5.3.R.4)

opinion - (3.3.R.5) (5.3.R.5)

organize - arrange or establish an order

paraphrase - put something into one's own words clarifying the statement using simpler words (4.2.R.4) (5.2.R.3)

parts of speech - category of words according to their use in sentences

Glossary - Grade 5 OAS English Language Arts Vocabulary

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)

plot - sequence of events or actions (3.3.R.3) (4.3.R.3) (5.3.R.3)

point of view - the way in which the author reveals a viewpoint or perspective (3.3.R.2) (4.3.R.2) (5.3.R.2)

preposition - words that are used to describe the relationship between words (5.5.R.1)

print source - material on a subject in copy form (5.6.R.2)

problem/solution - an unwelcome situation identified and solved within the narrative text of fiction or nonfiction (3.3.R.6) (4.3.R.6) (5.3.R.6)

pronunciation - the act of sounding out a word slowly (3.4.R.5) (4.4.R.5)

protagonist - leading or a main character in a fictional literary text (4.3.R.3) (5.3.R.3)

record - information available in original form

relevance - connected to a topic, important or significant to a topic (4.6.R.3) (5.6.R.3)

reliability - accepted as true and trustworthy credibility (4.6.R.3) (5.6.R.3)

research - yes

sequence - established order of anything (5.2.R.1)

sequential - in sequence, or the order in which things happen (3.3.R.6) (4.3.R.6) (5.3.R.6)

sequence verbs - correct order for multiple verbs (5.5.R.2)

setting - the time and place of action in a story (3.3.R.3) (4.3.R.3) (5.3.R.3)

simile - a comparison of two different things that are unlike, usually using the words *like* or *as* (e.g., soft as a kitten) (3.3.R.3) (4.3.R.3) (5.3.R.4)

stated purpose - the author directly states why he/she is writing (4.3.R.1) (5.3.R.1)

state verbs - show no change, no action (5.5.R.2)

stem - the letters of a word without affixes (3.4.R.2) (4.4.R.2) (5.4.R.2)

Glossary - Grade 5 OAS English Language Arts Vocabulary

structure of a text - organization of text information (5.3.R.6)

subject and verb agreement - who or what of the sentence must have an action or state of being word that matches in number or amount (3.5.R.5) (4.5.R.5) (5.5.R.3)

supporting detail - evidence backing up and explaining a main idea or theme (3.2.R.1) (4.2.R.1) (5.2.R.1)

syllabication - the breakdown of a word into nonstop parts that contain a vowel sound (3.4.R.5) (4.4.R.5) (5.4.R.5)

symbolism - use of one thing to suggest or represent something else (4.3.R.4) (5.3.R.4)

synonym - words that are similar in meaning (3.4.R.4) (4.4.R.4) (5.4.R.4)

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

theme - the central subject of a story or book (3.3.R.3) (4.3.R.3) (5.3.R.3)

thesaurus - reference source in print or electronic form that provides synonyms and antonyms for entry words (5.4.R.5)

time - measured duration of any action or event

tone - words and details that express the overall feeling or attitude to the reader (4.3.R.4) (5.3.R.4)

verb tense - action; state of being word that changes to show when the action takes place or state of being (3.5.R.2) (4.5.R.2) (5.5.R.2)

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