



ALPHA PLUS

TEACHER'S GUIDE

SUCCESS **OAS**
with

Oklahoma Academic Standards



English Language Arts **7**

SUCCESS *with* OAS

ELA 7 by Sharon McSpadden

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Table of Contents

Objective Number	Objective Description	Teacher Guide Page Number	Student Book Page Number
7.2.R.1* <i>(7.2.W.1)</i>	Students will summarize print and/or nonprint texts, including main idea and key details, to demonstrate comprehension within and between texts.	1	1
7.2.R.2* <i>(7.2.W.2)</i>	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	21	19
7.2.R.3* <i>(7.2.W.3)</i>	Students will paraphrase a short passage in their own words to demonstrate comprehension.	43	39
7.3.R.1* <i>(7.2.W.4)</i>	Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.	65	59
7.3.R.2* <i>(7.2.W.5)</i>	Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	89	83
7.3.R.3* <i>(7.3.W.1)</i>	Students will analyze how key literary elements contribute to the meaning of a literary work: setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal and external) ● point of view (i.e., third person limited and omniscient and second person)	108	103
7.3.R.4* <i>(7.3.W.1)</i>	Students will evaluate literary devices to support interpretations of literary texts: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal irony	134	127
7.3.R.5* <i>(7.3.W.2)</i>	Students will identify literary elements and devices that impact a text's theme and mood.	154	145
7.3.R.6* <i>(7.3.W.3)</i>	Students will distinguish factual claims from opinions.	171	161
7.3.R.7* <i>(7.3.W.3)</i>	Students will analyze how text structures support the author's purpose: ●claims/evidence/reasoning ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	190	179
7.3.R.8* <i>(7.3.W.4)</i>	Students will analyze multiple ideas from a text, providing textual evidence to support their analysis.	208	197

*indicates a power standard

Table of Contents

Objective Number	Objective Description	Teacher Guide Page Number	Student Book Page Number
7.4.R.1 <i>(7.4.W.1)</i> <i>(7.2.W.4)</i>	Students will analyze the relationships among synonyms, antonyms, and analogies.	234	221
7.4.R.2 <i>(7.4.W.2)</i>	Students will use context clues, connotation, or denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	252	237
7.4.R.3 <i>(7.5.W.10)</i>	Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	277	261
7.4.R.4 <i>(7.5.W.5)</i>	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	295	279
7.5.R.1 <i>(7.5.W.1)</i>	Students will recognize simple, compound, complex, and compound-complex sentences and explain their effect(s).	318	301
7.5.R.2 <i>(7.5.W.2)</i> <i>(7.5.W.3)</i> <i>(7.5.W.7)</i>	Students will recognize: nouns and explain their effect in particular sentences • gerunds • subject and verb agreement • cumulative and coordinate adjectives • demonstrative pronouns, vague pronouns (i.e., ones with unclear or ambiguous antecedents), and the role of singular they/them/their • correlative conjunctions • adverbs and interjections and explain their effect in particular sentences	341	321
7.6.R.1 <i>(7.6.W.1)</i> <i>(7.6.W.2)</i>	Students will use their own viable research questions and identify the claims and evidence from researched information to gather information about a specific topic.	368	343
7.6.R.2 <i>(7.6.W.3)</i>	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources.	385	359
7.6.R.3 <i>(7.6.W.4)</i>	Students will determine the relevance, reliability, and validity of the information gathered.	404	379
	Comprehensive Assessment Writing Supplements Glossary Graphic Sources A Final Word		

*indicates a power standard

Teacher's Guide

7.3.R.3 Students will analyze literary elements to support an interpretation of a text: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict (i.e., internal, external), point of view (i.e., third person limited and omniscient and second person)

Vocabulary

characterization, characters, conflict, plot, point of view, setting

Review lesson in student book to prepare for Guided Practice.

Lesson will be completed as a class exercise.

Answer Key:

Guided Practice

After students read the adaptation, do a class exercise with the following Graphic Organizer.

Responses will vary. Sample responses:

Literary Element	Identifying	Analyzing
Setting	a kingdom in ancient times	These events in a civilized time would not happen, so the setting is important.
Plot	king learns of his daughter's romance with a commoner commoner put in the arena tiger behind one door; a girl behind the second door knowing their places daughter must choose	When the king learns of the secret romance between his daughter and the commoner, the savage side of both king and daughter develops a plot of internal conflict.
Character	main characters: the king, the princess, the handsome commoner	The king creates the plot, and the princess creates the conflict.
Characterization	king: arrogant and barbaric princess: independent and somewhat barbaric	The king's nature creates contrast between savagery and civilization. The princess creates the internal conflict selfless love.
Conflict	king and princess: a man vs man conflict princess: develops a climactic internal conflict	The conflict moves the plot to the climax of choice to infer a moral.
Point of View		

Teacher's Guide 7.3.R.3

Answer Key (continued)

Guided Practice

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

Essential Question: Responses will vary.

Independent Practice

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

Teacher's Guide 7.3.R.3

Answer Key (continued)

Continuous Practice

1. D	7.3.R.3
2. C	7.2.R.2
3. B	7.3.R.3
4. A	7.6.R.2
5. B	7.3.R.4
6. C	7.3.R.4
7. D	7.3.R.4
8. B	7.2.R.3
9. C	7.3.R.6
10. B	7.3.R.6

Lesson Extension

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

Writing Extension

7.3.W.1 Students will compose narratives reflecting real or imagined experiences that: include plots involving complex characters resolving conflicts, unfold in chronological or surprising sequence (e.g., foreshadowing), include a narrator, precise language, sensory details, and dialogue to enhance the narrative, use sentence variety to create clarity.

Suggestion: After teaching the writing objective, teachers can use graphics in this lesson to provide a writing prompt for students, or they may have an experience they can retell. Have student make a plot curve to help develop the story line. This example of a plot line curve had been introduced in Alpha Plus material at earlier grades. The plot curve gives the full outline of the narrative. Students could develop the narrative from beginning, middle, and end with a plot line.

See Writing Supplements.

7.3.R.3 Students will analyze literary elements to support an interpretation of a text: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict (i.e., internal, external), point of view (i.e., third person limited and omniscient and second person)

Vocabulary

antagonist	character in conflict with main character
character	persons, animals, or creatures appearing in a literary plot
characterization	way in which an author gives information about the characters
conflict	struggle between opposing characters, forces, or emotions
external conflict	struggle between main character and outside force
internal conflict	a struggle within a character's mind
literary element	basic elements, or parts, of a literary text
plot	sequence of events or actions (beginning, middle, and end)
point of view	the way the author tells a story or information
protagonist	leading or a main character in a fictional literary text
second person point of view	the author addresses the audience of one (you)
setting	the time and place of action in a story
third person limited point of view	all knowing of all characters' thoughts, but stays with one character more closely
third person omniscient point of view	all knowing of all characters thoughts

Real-World Connections

Most seventh graders have been using *literary elements* (the parts of a story) since third grade. Once students understand the definitions of the terms, they can use the words to analyze similar situations to that of reviewing the literary elements. For instance, bookstores come in all sizes with books from floor to – no, not the ceiling, but up to as far as a customer can reach. One of their shared **characteristics** is the way bookstores try to attract customers into their location.

Much like **characters** in stories who are usually people or other living things that move the action in a story, bookstores have personalities and displays that move readers in selecting a book to buy. The **setting** of a bookstore may be present day, but the different sections may take readers into the past, present, or future; and the stories in the books can take readers to the jungles, to a place like home, or maybe to an ancient castle.

Some customers prefer to snuggle down with a good mystery story that has big-action **conflict** or wrestle with the forces of good and evil. The sequence of events in a story, or the **plot**, is central to mystery and adventure books as well as in any work of fiction. The romance section is for books written about the conflicts that come when people work with relationships and romantic feelings.

Just possibly, while students analyze their favorite stories or books using the tools of literary elements, they may move quickly in finding a new favorite book or another section to try a different theme or genre. The bookstore, media center, or public library is waiting for any reader to embark on an adventure of reading. Today's abundance of e-books, which can be accessed from various sources, gives readers a choice of easy access to enjoy reading. Purchasing traditional hard copies of books for those who enjoy holding a book in their hands is another available source of pleasure reading.

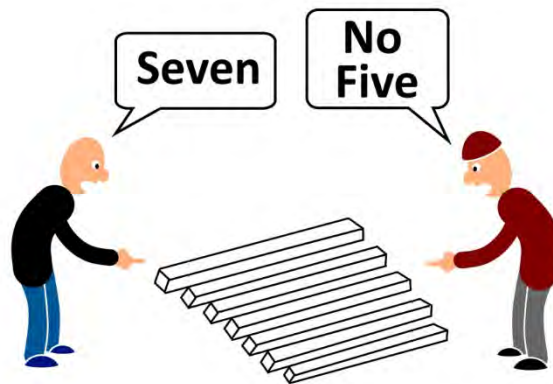
It does not matter where books are found. It does not matter if they are electronic or paper. What does matter is how the author uses literary elements to create a unique text. Does the author's building of the characters' with strong **characterizations** help the reader know the characters, or do the characters' actions speak for themselves? Does the author use a brutal climate as the setting for an adventure, or is it an intimate scene for romance to develop? Does the author create a conflict that is external or physical and obvious, such as a girl trying to scale a mountain? Does the author create a conflict that is subtle, such as a boy's **internal conflict** to overcome fear?

The author's use of literary elements creates books readers enjoy and may choose to read again. Looking at how literary elements are used in a work helps a reader better understand the author's perspective. It also helps a reader know the author; and it can help a reader know which types of books to reach for time and time again.



Identifying and Analyzing a Story’s Literary Elements

Literary Element	How to Identify	How to Analyze
Setting – time and place of events in literary works	Where and when does the story take place? What is the setting of the story?	Why is the setting important to the story? Could the story have happened any other place? How does the setting affect a character’s actions?
Plot – sequence of actions and events in literary works	What happens in the story? What events happen first, second, third in the story? What are the events that build the plot?	How does one action cause another action to happen? Why is a specific event important to the story?
Character – people, animals, creatures involved in a literary plot	Who is in the story? Who is at the center of the story (main character)? What if any other characters should be listed?	Why is it important that a character does or says something? Why and how is a character important to the story? What would the story be like without the characters?
Characterization – revealing personality and mannerisms of characters	How do you describe all characters looks or actions? Why do any characters behave in a certain way? Do any characters change throughout the story?	Why is it important that a character has the personality it does? How would the story be different if the reader didn’t know what the characters were like?
Conflict – struggle between two opposing forces internal or external (human, nature, emotions)	What is the conflict or problem in the story? Does a character struggle to decide or take an action? Does a character have conflict with another character or outside force? What is the resolution of the conflict?	How does the conflict affect the characters and the action in the story? How does the conflict affect the meaning of the story? How does the resolution of the conflict affect the story?
Point of view – the way the author tells a story or information	It tells the story to engage the reader or presents an uninvolved text.	The pronouns are a clue: personal pronouns are first person.




In the illustration above, two men are standing on either side of a set of boards. They are looking at the same set of boards. One man counts seven distinct boards. The other man disagrees. He counts a total of five boards. The set of boards looks slightly different, depending upon where each man is standing. Each man's point of view is different. Their description of what they see depends upon their point of view.

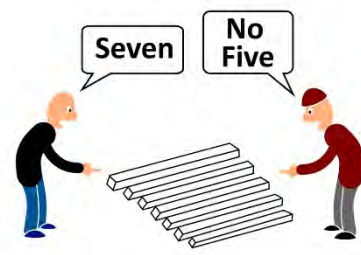
Likewise, a reader depends upon a story's point of view to experience the story. **Point of view** refers to who is telling a story. When a story is told by someone who has experienced the events personally, the reader understands the events and characters from the author's point of view. This is known as first person point of view. First person point of view is when a character in the story is telling the story. The narrator uses pronouns such as *I*, *me*, and *mine*. Readers can trust the narrator to tell the story accurately, but it may only be accurate from the narrator's point of view. For instance, if the man who sees seven boards describes the scene from his point of view, the appearance of seven boards is accurate.

Often the narrator is not a character in the story. Third person point of view is when the story is told by someone who is not in the story. The narrator is outside the story and uses pronouns such as *he*, *she*, and *they*. Sometimes, third person point of view captures stories like a camera would. The camera records what is being said and done, but not what is being thought and felt. The reader must infer what the characters are thinking and feeling. Other times, third person point of view reveals the inner thoughts and motivations of the characters.

Third person point of view can follow the actions of just one character, or it can follow the actions of multiple characters. When the action revolves around just one character, the narrator is using third person limited point of view. It is as though a spotlight is shining on one character throughout the story, so the reader's focus is always on that character.




Third Person Limited

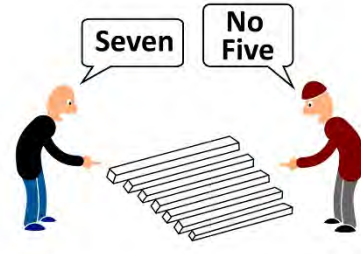


As the two men stand disagreeing on the number of boards on the ground, Larry becomes frustrated. He has counted seven boards. He has counted them twice. How could Earl be insisting there are only five boards? Larry did not understand that from where Earl is standing, there appears to be only five boards.

Authors may choose to focus on the actions and thoughts of more than one character. The narrator appears to be all-knowing. This is known as third person omniscient. The word omniscient comes from two Latin roots: *omni* – all, and *scient* – knowing. An omniscient narrator allows the spotlight to shine on more than one character, so the reader can know the actions and thoughts of more than one character.

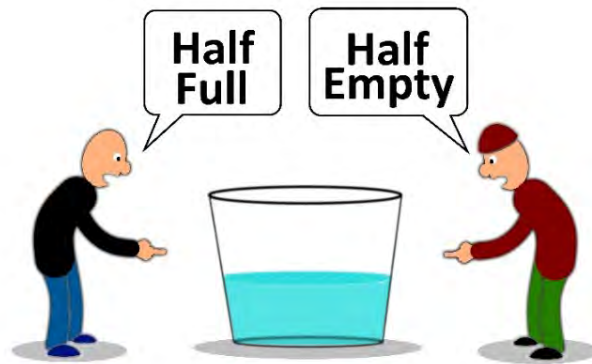
Third Person Omniscient





The two men stand disagreeing on the number of boards on the ground. Each is certain he is right. Sweat is breaking out on the foreheads of both men as they struggled to control their frustrations. Larry thinks Earl is refusing to see two of the boards. However, Earl wonders if Larry's vision is affected by the sun. The idea of switching sides to see from the other's view never crossed their minds.

While point of view is *who* is telling the story, **perspective** is *how* the narrator and characters feel about the topic. The perspective of the narrator helps the reader decide if the information is believable and reliable. The perspective of a character helps the reader better understand the characters, plot, and theme of the story. In the illustration below, two men are seeing the exact same thing. However, their perspective, or interpretation, of what they see is different. Through their perspectives, the reader can learn about the attitudes and disposition of the men. A character who views a glass as half full is more likely to be optimistic and to contribute a positive tone in the story. A character who views a glass as half empty is more likely to be pessimistic and contribute a dark and heavy tone.

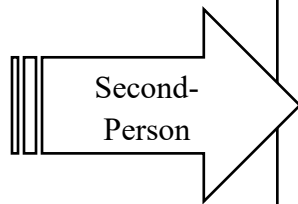


Point of view and perspective apply to nonfiction as well as fiction. It is important for a reader to consider the point of view and perspective of the author in order to better understand the text.

Point of View (Who)

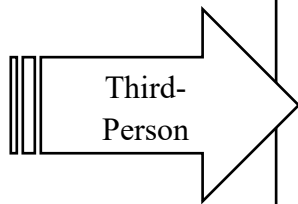
First-Person

- The author uses the pronouns *I*, *me*, and *my*.
- The narrator is part of the story.
- The reader learns the personal thoughts, feelings, and beliefs of the narrator.
- The story is more intimate because the narrator is personally involved with it.

Point of View (Who)

Second-
Person

- The author uses the pronouns *you*, *your*, and *yours*.
- The reader is assumed to be the protagonist or at least a character in the story because of the voice.
- The writer's attention is focused on the reader.
- The text is more personal because it gives directions or offers advice to a direct reader or listener.



Third-
Person

Third Person Point of View

- The author uses the pronouns *he*, *she*, and *they*.
- The narrator is not part of the story.
- Third person point of view can be either limited or omniscient.

Third Person Limited

- The focus is on one character in the story.
- The reader has a full knowledge of the thoughts and actions of one character.

Third Person Omniscient

- The reader learns of the thoughts and feelings of all the characters.

Nikki sat on the edge of her bed, morosely strumming her guitar strings. She was grounded. Again. It wasn't fair, she thought. She wasn't the only person from last night's party to get home after midnight, but she was probably the only one who was in trouble.

The graphic organizer shows how the point of view is determined. It also shows how it affects the story.

Figuring the Point of View

- The narrator is not part of the story.
- The author uses the pronoun *she*.
- The focus is on just one character.

The point of view is third person limited.

Effects of Point of View

The third person limited point of view focuses on one character – Nikki. Nikki assumes that no one else from the party got in trouble. Her reaction and feelings set a negative tone.

Essential Question: *What does a reader need to do in order to determine how point of view affects a story?*



Read the selection. Then answer the following questions.

adaptation of **“The Lady or the Tiger?”**

by Frank Stockton

In the very olden time there lived a semi-barbaric king. One of his barbaric ideas was to use a public arena to establish guilt or innocence. When a subject was accused of a crime of enough importance to interest the king, public notice was given that on an appointed day the fate of the accused person would be decided in the king's arena.

When all the people had assembled in the galleries, and the king, surrounded by his court, sat high up on his royal throne, he gave a signal. A door beneath him opened and the accused subject stepped out into the amphitheater. On the other side of the enclosed space were two doors. The accused would walk to these doors and open one of them. Behind one was a fierce and hungry tiger, which immediately sprang upon him and tore him to pieces as a punishment for his guilt. Behind the other door was a lady, selected especially for him. To this lady he was immediately married as a reward of his innocence. The accused man determined his own fate by choosing a door.

The tradition was very popular. When the people gathered together on one of the great trial days, they never knew whether they were to witness a bloody slaughter or a happy wedding. Thus, the masses were entertained, and the thinking part of the community could not find fault. Did not the accused person have the whole matter in his own hands?

This semi-barbaric king had a beautiful daughter, whose soul was as intense and proud as his own. The king loved his daughter above all else. But the princess loved a commoner. He was a handsome young man whose strength and courage were unsurpassed. When the king discovered their relationship, he immediately threw the young man in prison. A day was appointed for his trial in the king's arena. This would be the greatest event ever to occur in the arena.

The kingdom was searched for the most savage tiger and the most beautiful maiden. Although the king would punish the young man and send him away regardless of what happened, he looked forward to the event. It would determine whether the commoner had done wrong in loving the princess.

The appointed day arrived. The king and his court were in their places, opposite the twin doors. All was ready. The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena. His appearance was greeted with a low hum of admiration and anxiety. Half the audience had not known so grand a youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be there!



Guided Practice (7.3.R.3)

Name: _____

As the youth advanced into the arena he turned, as the custom was, to bow to the king. But his eyes were fixed upon the princess, who sat to the right of her father. From the moment the decree had gone forth that her lover should decide his fate in the king's arena, she had thought of nothing else. Possessed of great power and influence, she had done what no one else had been able to do. She knew which door led to the tiger and which door led to the beautiful maiden.

Not only did she know behind which door the lady waited, but she also knew who the lady was. The girl was lovely, but the princess had seen her speaking with the young man on previous occasions. With all the intensity of the savagery from her barbaric ancestors, she hated the woman behind that silent door.

When her lover looked at her, and their eyes met, he understood. He had expected her to know it. Then his quick and anxious glance asked the question: "Which?" It was as plain to her as if he shouted it from where he stood. She raised her hand, and made a slight, quick movement toward the right. Only her lover saw her.

He turned, and with a firm and rapid step he walked across the empty space. Every heart stopped beating, every breath was held, every eye was fixed upon that man. Without the slightest hesitation, he went to the door on the right, and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The more we reflect upon this question, the harder it is to answer. Think of it not as if the decision depended upon yourself, but upon that hot-blooded, semi-barbaric princess, her soul burning with despair and jealousy. She had lost him, but who should have him?

How often, in her waking hours and in her dreams, had she started in wild horror at the thought of her lover being ravaged by the tiger.

But, how much more had she seen him at the other door! How her soul had burned in agony when she had seen him rush to meet that woman. When she imagined them walking away together, she ground her teeth and pulled her hair.

Would it not be better for him to die at once, and go to wait for her in a future life?

And yet, that awful tiger, those shrieks, that blood!

Her decision had been made after days and nights of anguished deliberation. She had known she would be asked; she had decided what she would answer, and, without the slightest hesitation, she had moved her hand to the right.

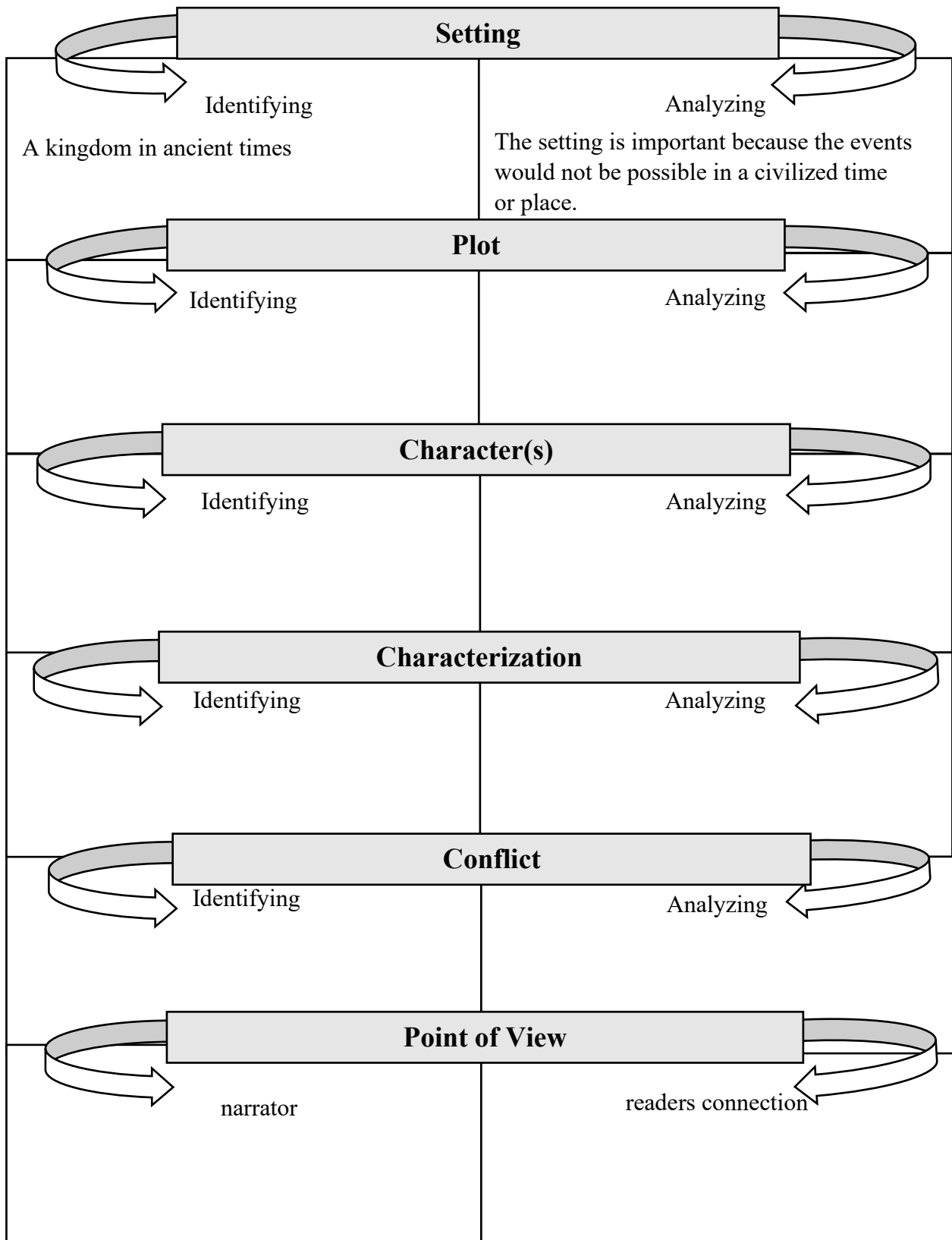
The question of her decision is one not to be lightly considered, and it is not for me to presume to answer it. And so, I leave it with all of you: Which came out of the opened door—the lady, or the tiger?



Guided Practice (7.3.R.3)

Name: _____

Use the graphic organizer below to identify literary elements in “The Lady or the Tiger” to determine how they contribute to the story’s meaning. The first row has been completed.



Answer the following questions.

1. The setting of the story is a kingdom in a faraway land in ancient times. How important is the setting to this story?
 - A not important, because love and jealousy can occur any time or place
 - B somewhat important, because the story is more interesting with life or death decisions in a kingdom
 - C important, because now people understand the importance of a fair trial to determine guilt or innocence
 - D very important, because the arena of an ancient, and somewhat barbaric kingdom is central to the actions in the story

2. How is the king characterized in the story?
 - A fair and just
 - B arrogant and barbaric
 - C civilized and determined
 - D fatherly and compassionate

3. The fact that the princess even considers letting the man she loves be killed by a tiger rather than see him married to another woman tells the reader that
 - A the princess is more barbaric than kind.
 - B the princess is more generous than selfish.
 - C the princess is more confident than unsure.
 - D the princess is more forgiving than judgmental.

4. The main conflict in the story is between
 - A the king and his daughter.
 - B the princess and her beloved.
 - C the young man and his desire to pick the right door.
 - D the princess and her struggles between love and jealousy.

Read the selection. Then answer the following questions.



The Oklahoma Burger Trail Challenge

Mr. Parker stopped his two children before they climbed into the family car. “Kids,” he solemnly said, “I just want you to know, before we ever start this journey, that I’m proud of you. No matter how it turns out, I’m proud of you.”

Twelve-year-old Wesley giggled, but his older sister rolled her eyes. “Dad, our journey is to complete the Burger Trail, not save the human race,” Willa said.

One day. Seven greasy hamburgers. Over 200 miles to drive. The idea was first hatched when Mr. Parker came across a post on a website called *Only in Your State*. He was proud of his home and often looked for interesting things to see and do in the Sooner State. He was already making plans before he finished reading the title. “There’s Nothing Better Than This Mouthwatering Burger Trail in Oklahoma.” The Burger Trail started in Norman, where the Parkers lived, and wended through Oklahoma City, El Reno, and Edmond. The trail included the Turner Turnpike that led to Tulsa for the last stops. Willa and Wesley had never been on the Turner Turnpike, Oklahoma’s first turnpike, nor had they been to Tulsa, Oklahoma’s second largest city. Mr. Parker recognized it as the perfect adventure for his hamburger-loving children.

The first stop was a short drive from their house. Fortunately, Sooner Dairy Lunch in Norman opened at 10:00 a.m. so they could get an early start. They ordered at the drive-in window and sat outside at a picnic table to eat. “Best burger I’ve had all day!” pronounced Mr. Parker. Willa didn’t point out the obvious. It was the only burger he had eaten that day.

The next stop was in Oklahoma City. Wesley was apprehensive about this stop. He was worried that Tucker's Onion Burgers only sold burgers with onions, and he hated onions. Fortunately, Tucker's had other options. Willa, on the other hand, loved onions. "Best burger I've had all day!" proclaimed Willa, after swallowing her last bite of grilled onion burger. The third stop was a challenge. It was only minutes away from Tucker's. Mr. Parker had prepared for this by including a stop at McKinley Park. They walked for half an hour, enjoying the park and fresh air.

"Nothing makes me hungry like a walk and fresh air," said Mr. Parker. "How about a cheeseburger at Nic's Grill?"

Mid-way through their burgers at Nic's, Wesley's eyes grew wide. "Hey, we're halfway finished with the challenge! This is easy!"

Mr. Parker, his mouth full of cheeseburger, gave a thumbs up in agreement. Willa was thinking she might become a vegetarian after the challenge. "Best burger of the day!" announced Wesley, after easily finishing off his fourth burger.

Next, they headed to El Reno for a stop at Sid's Diner. Willa was grateful the fried onion burger there was so delicious, since she was beginning to question her ability to finish the challenge. It was so good, in fact, that she declared it the best burger of the day.

Their last stop before heading to Tulsa was in Edmond. Mr. Parker insisted on driving slowly and stopping for a walk before they reached Flat Tire Burgers. "We don't have time to waste!" Wesley insisted. He knew they still had a long drive to Tulsa, and then two restaurants to visit before the last one closed at 7:00 p.m.

"We're on a tight schedule," Mr. Parker agreed. "But you two are proving to be strong soldiers. I'm proud of your commitment to the challenge." Willa and Wesley laughed, enjoying their one-of-a-kind adventure.

By mid-afternoon, the three were sitting outside on the patio of Flat Tire Burgers, slowly consuming their fifth burger of the day. "I can see why Flat Tire's is on the Burger Trail," Mr. Parker said between bites. "I think this is the best burger I've eaten all day!"

Finally, it was time to get on the Turner Turnpike. The relaxing drive allowed them to prepare mentally and physically for the last leg of the journey. Billy's on the Square was in downtown Tulsa. The family admired the urban view as they finished their burgers.

"I can taste victory," Mr. Parker grinned. "Just a short drive to the last stop, and we have an hour before they close."

"All I can taste is grease and beef," chuckled Willa.

"Let's go!" Wesley urged. "I know Hank's Hamburgers is close, but we can't take any chances now!"

As they merged onto the interstate to drive the short distance to their last stop, Willa cried out from the backseat. "Lookout, Dad!" Tire rubber was flying toward the windshield. The car in front of them veered unsteadily into the middle of the road. They were about to crash into another car! Willa collapsed in relief as the driver with the blowout gained control and the car thumped to the side of the road. Mr. Parker pulled slowly behind them and put on his emergency blinkers.

Independent Practice (7.3.R.3)

Name _____

When the driver of the now disabled car got out to inspect the damage, Mr. Parker joined him. Willa and Wesley could see a child peering out the back window of the car.

They watched as the two men examined the car. Then the driver made a call on his cell phone and shook his head. He looked at the child in his car and shook his head again. Mr. Parker motioned at the car where Willa and Wesley were still sitting, and the two men talked some more. Finally, Mr. Parker returned to the car.

“They’re okay, aren’t they Dad? We can go now, right?” Wesley asked. He didn’t want to sound cold-hearted, but he was eager to get to Hank’s before closing time.

“That man’s name is Jack. His son, Charlie, is eight years old. He’s the pitcher on his little-league baseball team, and they’re headed to the last game of a tournament. Unfortunately, they don’t have a spare tire. Someone is coming with a new tire, but they won’t be here for at least an hour. By the time they get the tire replaced and drive to the tournament, the game will be over. It’s a game for the championship!”

“That’s too bad,” Wesley said. “Missing the game will be hard on the kid, but he can try again next year. Let’s go.”

Willa was more sympathetic. “Could we drive them to the game, Dad? Then finish the Burger Trail?”

“We can drive them there,” Mr. Parker responded. “But the ball field is in the opposite direction from Hank’s and we wouldn’t make it back before they closed.”

“We are so close!” Wesley groaned. “I mean, we’ve come this far! We can’t just quit now. The Oklahoma Burger Trail isn’t finished until we’ve eaten that seventh hamburger!”

“We have two options. We can drive Charlie to his baseball game, or we can drive to Hank’s to finish the burger challenge. Either one is fine with me. You two decide.”

One hour later, Willa and Wesley were wiping grease from their fingers after finishing their seventh burger of the day. Mr. Parker groaned as he rubbed his stomach.

As full as they were, all three still managed to stand and cheer when Charlie struck the last batter out. “I don’t remember concession stand hamburgers being this delicious!” Wesley grinned.

“Best burger of the day!” they all cried out in unison.

Information taken from: <https://www.onlyinyourstate.com/oklahoma/burger-trail-ok/>.

Answer the following questions.

1. How does the setting affect Mr. Parker's actions?
 - A Since the Burger Trail was in Oklahoma, Mr. Parker wanted to experience it personally.
 - B The setting of hamburger restaurants satisfies Mr. Parker's love of different kinds of hamburgers.
 - C Mr. Parker would not have taken his children if the Burger Trail had not included the Turner Turnpike.
 - D The Burger Trail could only be in Oklahoma, because Oklahoma produces better hamburgers than any other state.

2. The website *Only in Your State* is important to the plot in the story because
 - A it helps the reader understand Mr. Parker.
 - B it creates an internal conflict in Mr. Parker.
 - C it led to Mr. Parker's idea to take his children on the Burger Trail Challenge.
 - D it provided Mr. Parker with information about new events in his home state.

3. In the first paragraph, Mr. Parker says, "I just want you to know, before we ever start this journey, that I'm proud of you. No matter how it turns out, I'm proud of you." This helps develop his character by
 - A showing that he is a proud father.
 - B showing that he has a sense of humor.
 - C showing that he loves to travel with his children.
 - D showing his commitment to finishing the Burger Trail.

4. How is Charlie important to the family in the story?
 - A He throws the last strike of the game.
 - B He proves to be a good friend of Mr. Parker.
 - C He makes the plot more interesting by being a child in a near-accident.
 - D He provides the conflict the Parkers must face.

Refer to “The Oklahoma Burger Trail Challenge” to answer the following questions.

1. From what point of view is “The Oklahoma Burger Trail Challenge” written?
 - A first person
 - B second person
 - C third person limited
 - D third person omniscient

2. If the “The Oklahoma Burger Trail Challenge” had been an article in a magazine about delicious hamburgers in Oklahoma, it would have been
 - A autobiographical text.
 - B biographical text.
 - C expository text.
 - D persuasive text.

3. Read the following.

“I know Hank’s Hamburgers is close, but we can’t take any chances now!”

In the above sentence, the author is using what Wesley says for

- A setting identification.
 - B plot development.
 - C characterization development.
 - D conflict identification.

4. If a reader wanted to learn more about McKinley Park in Oklahoma City, the most relevant resource would be a/an
 - A website describing all parks in Oklahoma City.
 - B website describing recreational activities in Oklahoma City.
 - C book about the history of parks in Oklahoma City.
 - D map of Oklahoma City parks.

Read the selection. Then answer the following questions.

Bass Reeves, Legendary Lawman

- 1 On an overcast day in Indian Territory, a tall black man knocked on the door of a house in Red River Valley. The man was wearing dirty clothes and dusty, worn-out shoes. He carried a cane. The floppy hat on his head had three bullet holes in it. He told the woman who answered the door that he was hungry and thirsty after running for days. The bullet holes were from the posse that was chasing him. The woman felt empathy for the stranger. She invited him in to hydrate and have a bit to eat.
- 2 After listening to his story, the woman confessed that she had two sons who were also fugitives. Based on the chronology of events, she suspected that it was the same posse chasing her sons and this man in her kitchen. She suggested the three men would be safer from the posse if they joined forces. Late in the evening, the stranger heard a piercing whistle from behind the house. The woman went outside and responded with a similar whistle. Two riders rode up and talked with their mother outside while the stranger waited inside. Soon the woman brought the two young men to meet the stranger. They talked about their various crimes. It was decided that the stranger would stay overnight.
- 3 During the night, while the brothers were asleep, the stranger handcuffed them without waking them. In the morning, he kicked the boys awake, informed them he was a United States Marshal, and marched them out the door. The mother followed for three miles, screaming and cursing. However, the legendary Bass Reeves was apathetic. He was a United States Marshal, and he would follow the law.
- 4 Bass Reeves was one of the first black Deputy U.S. Marshals west of the Mississippi River. He was commissioned in 1875 and worked thirty-two years as a deputy marshal. He retired from federal service the same year Oklahoma gained statehood, which was 1907.
- 5 As a young man, Reeves had escaped slavery, taking refuge in Indian Territory. He lived with the Cherokee, Creek, and Seminole Indians. Learning their languages and tracking skills helped later earn him the position of marshal. He could detect microscopic clues when hunting fugitives. He knew the geography of the land. He was expert with both pistol and rifle. The trajectory of his bullets always met their criminal targets. He had a reputation for catching outlaws no one else had been able to catch.
- 6 When Reeves was first appointed, Indian Territory was known as a lawless land. It was where fugitives such as thieves and murderers often hid. The most dangerous terrain for federal peace officers in the Old West was in Indian Territory, which later became Oklahoma Territory. More than 120 law officers lost their lives pursuing criminals. The territory was plagued with corruption. Although Reeves had been the target of numerous assassination attempts, he always escaped unharmed.

Independent Practice (7.4.R.3)

Name: _____

7 Reeves rode a white stallion. He was 6'2" tall and wore a large hat. He kept his boots polished to a shine. He was a true gentleman. That was his normal appearance. However, one of his methods for catching criminals was to undergo a metamorphosis. Working in disguise helped him obtain information and arrest criminals.

8 When Reeves retired from his duties as a federal marshal, he moved to Muskogee, Oklahoma. There he continued work in law enforcement with the Muskogee Police Department. He was assigned to a downtown beat. No crimes were ever committed on his beat. Today, the Three Rivers Museum in Muskogee contains artifacts from his life as a law enforcer. Bass Reeves has an indisputable place in Oklahoma history as a legendary lawman.



“Maybe the law ain’t perfect, but it’s the only one we got,
and without it we got nuthin’.”

Bass Reeves, Deputy U.S. Marshal, 1838-1910

Answer the following questions.

1. Based on the Greek root *pathos*, meaning *feeling, empathy* in paragraph 1 means
 - A she was emotional living alone in a remote area for so long.
 - B she understood how the stranger felt since her sons were in a similar situation.
 - C learning about the activities of lawmen always made her angry and frightened.
 - D she was sick, knew she did not have long to live and was worried about her sons.

2. In paragraph 1, the word *hydrate* means
 - A lower the body temperature.
 - B remove dust and dirt.
 - C drink water.
 - D take a nap.

3. In paragraph 3, the word *apathetic* comes from the Greek root *pathos* meaning *feeling* and the Greek prefix *a-* meaning
 - A *not, lacking.*
 - B *with.*
 - C *many.*
 - D *below.*

4. In paragraph 5, the word *microscopic* means
 - A scientific.
 - B well-hidden.
 - C extremely large.
 - D extremely small.

5. In paragraph 5, the word *geography* means
 - A landscape.
 - B dirt.
 - C culture.
 - D atmosphere.

7TH GRADE

COMPREHENSIVE ASSESSMENT

Read the selection. Then answer the questions that follow.

Oklahoma's Own

- 1 Thanks to the efforts of a class of seventh grade students, Oklahoma became the sixth state to name a state amphibian. Pat Grabe's class at Brushy School in Sallisaw played a part in giving the bullfrog this designation. The call of the male bullfrog is rather loud and can be heard as far as a quarter mile away. Selecting a state amphibian is one of the many ways to draw attention to the unique qualities of a state. Each state has the opportunity to let visitors know more about the state in a fun and interesting way.
- 2 Another loud call probably had something to do with the nickname of the state reptile, the mountain boomer. The mountain boomer is actually voiceless. When settlers saw the lizard sunning quickly on the rocks and heard the call of a distant bullfrog, they incorrectly attributed the sound to the lizard. The Eastern Collared Lizard became the state reptile in 1969.
- 3 Although the American Buffalo became the state animal in 1972, in 1989, the state adopted the raccoon (*Procyon lotor*) as the state furbearing animal. Captain John Smith, of *Mayflower* fame, had a hand in naming this charmingly cute little carnivore. In 1612, he wrote, "There is a beast they call 'Aroughcun' prized by the Indians for its water-repellent fur." Aroughcun means, "he scratches with his hands," and lotor, from the scientific name, is Latin for *washer*. The raccoon is frequently observed making the motion of washing his food, which may or may not be happening.
- 4 Oklahoma may have the most unique state rock. It is the rose rock, which is actually a barite crystal. Oklahoma has one of the largest quantities of this rock. The sandy crystals form into petal-like shapes. The resulting rock looks like a rose.
- 5 Because states choose items that freely represent them, Oklahoma has selected other interesting state emblems. The scissor-tailed flycatcher is the state bird. Each summer these long-tailed birds perch on telephone lines in the city and fence wires in the country. They are quick agile fliers, which is necessary if they want to eat. Mid-air insects may be caught for food as easily as any picked from leaves or on the ground.

- 6 Absolutely the most interesting Oklahoma emblem is the mistletoe. It is the state floral emblem even though it is not a flower. This evergreen parasitic plant grows from the branches of almost any kind of tree. Mistletoe is “planted” by birds that make contact with the sticky white mistletoe berries. It is unique like the state it represents.
- 7 Since June 24, 1937, Oklahoma has claimed the Redbud as the official tree. The legislation was part of a General Forestry Laws of Oklahoma. These trees have heart-shaped leaves and they bloom in a fury of pink or purple flowers in the spring. They dot the edge of tree lines throughout the state.
- 8 Seventeen states other than Oklahoma found the familiar honeybee worthy of being its state insect. There are a lot of bee farms in Oklahoma; locally produced honey is available at many grocery stores. Surprising as it may be to some, the small little honeybees share more written about them than any other insect.
- 9 Oklahoma is the only state to have a Broadway hit as the state song. *Oklahoma!* is part of an Academy Award winning musical score. Another song selected as a symbol for the state is *Oklahoma Hills*, by native son, Woody Guthrie. This song is the state folk song of Oklahoma. Guthrie is also famous for the song *This Land is Your Land*, a favorite everywhere.
- 10 Other states have selected state fossils, but Oklahoma is possibly the only state with a state dinosaur. An incomplete fossil of *Saurophaganax Maximus* makes it possible for Oklahoma to have this distinction. This “King of the Lizard Eaters” measured about 45 feet long. In the late 1930s, some workers found the first bones of this state fossil. It now stands in the Sam Noble Museum in Norman, Oklahoma.
- 11 Before May 6, 2002, when milk become the official state drink, it had been the official Oklahoma beverage. Eleven-year-old Daniel Howard worked with Oklahoma House Representative James E Covey to pass legislation that made milk the state drink. The 1985 adoption was a concurrent resolution, which did not have the force of law. The Oklahoma Senate changed the house bill, and Governor Frank Keating signed the new bill making milk the official state drink.
- 12 Although not listed as part of the state meal, the watermelon became the state’s vegetable during the 2007 legislative session. The state meal consists of a menu common to most local eating places across the state. It includes chicken fried steak, barbeque pork, biscuits, grits, sausage, and gravy. The following items are part of this state’s favorite meal: corn, fried okra, squash, cornbread, black-eyed peas, and pecan pie. Strawberries, which are the state fruit, are also on the menu.

1. The Greek prefix *amphi* as used in the word amphitheater means *on both sides*. In paragraph 1, the word amphibian most likely means

- A sleeps in both day and night.
- B eats on both sides of its mouth.
- C lives in water and on land.
- D sees in light and dark.

2. Read the following.

These trees have heart-shaped leaves and they bloom in a fury of pink or purple flowers in the spring.

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

- A These trees have heart-shaped leaves; and they bloom in a fury of pink or purple flowers in the spring.
- B These trees have heart-shaped leaves and, they bloom in a fury of pink or purple flowers in the spring.
- C These trees have heart-shaped leaves they bloom in a fury of pink or purple flowers in the spring.
- D These trees have heart-shaped leaves, and they bloom in a fury of pink or purple flowers in the spring.

3. How can a student determine the validity of the information in this selection?

- A use a .gov site online to verify the information
- B look for Oklahoma in an atlas
- C ask the oldest Oklahoma resident you know
- D accept the information as it is

Read the selection. Then answer the questions that follow.

The Flag Goes By

by Henry Holcomb Bennett

- Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
- 5 Hats off!
The flag is passing by!
- Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
- 10 The colors before us fly;
But more than the flag is passing by.
- Sea-fights and land-fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
- 15 Cheers of victory on dying lips;
- Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;
- 20 Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor, - all
Live in the colors to stand or fall.
- Hats off!
- 25 Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

32. In line 3, what does ruffle mean?

- A drumbeat
- B set
- C player
- D color

33. Where can a reader get an answer to why the poem refers to “hats off” when the flag goes by?

- A <https://en.m.wikipedia.org>.
- B <https://www.intermediatelanguagelesson.com>.
- C ask a family member
- D ask a friend

34. The reader can tell that “The Flag Goes By” is a poem because it

- A is one page in length.
- B tells a story.
- C uses stanzas.
- D uses punctuation.

35. Which title would also fit this selection?

- A Hats Off
- B Bugles Blare
- C Equal Justice
- D Sea-flights

36. What is the main idea of this literary text?

- A There will be peace in the streets if you take off your hat whenever the flag passes you by.
- B Take your hat off whenever you hear bugles and drums.
- C You shouldn't wear hats outside.
- D Show respect to all who have died to protect our country by taking your hat off when the flag passes.

37. Select the best primary source to follow concerning federal law relating to display and associated questions of the United States flag.

- A Title 18 U.S.C. § 700 failure to follow code of respect for the American flag
- B Chapter 1 of Title 4 U.S.C. § 1 rules for display and care of national flag of the United States of America
- C doitbest.com Ten Surprising Rules in the U.S. Flag Code
- D The Flag Bulletin, No. 191, Vol. 39, No. 1 (January – February 2000) The Evolution of the Sacred Flag

38. How does a student choose the most reliable and viable source of information on the history of the United States map?

- A a family friend in college
- B a foreign country who likes the government
- C a Wikipedia address of unknown authors
- D choose websites with a .gov address or a state or federal address

Writing Supplements

Writing Supplements

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

Writing Supplements

Literary Devices		
Example	Type	Effect
Figurative Language		
I have a ton of homework to do!	hyperbole	The hyperbole exaggerates the amount of homework to be done.
If he wins the election, it may be <u>more than he can chew</u> .	idiom	The office he wins may have more problems than he can fix.
Mary turned around and around, giggling as her skirt swirled and shimmered in the yellow sunlight.	imagery	The descriptive phrase “swirled and shimmered in the yellow sunlight” creates a vivid picture in the reader’s mind.
The hospital waiting room was a freezer.	metaphor	The metaphor helps the reader understand how cold it was in the waiting room.
Mel heard the last piece of cake calling his name.	personification	The use of personification helps readers relate to the cake’s temptation to Mel.
She is as solid as a rock in her convictions.	simile	The simile gives a comparison using <i>as</i> to explain how firm she is in her beliefs.
Roger nervously extended a red rose to Cecily.	symbolism	The red rose symbolizes love, showing that Roger has feelings for Cecily.
Sound Devices		
She is my sunshine.	alliteration	The obvious repetition of the head rhyme draws attention to the author’s tone that helps develop the reader’s mood in reading the text.
The crowd roared when the basketball swooshed through the net.	onomatopoeia	The sound of the word swooshed reminds the reader of what the word actually means.

Writing Supplements

Literary Devices (continued)		
Example	Type	Effect
Rhetorical Elements		
It is my belief that we are all God's children.	ethos	The belief is based on the credibility of God's claim that we are His children.
Laboratory tests show brand A orange juice has more vitamin C than any other brand.	logos	The data is convincing to select brand A orange juice.
Low on vitamin C can cause fatigue, scurvy, and easy bleeding, but brand A kills that fear.	pathos	By examples of impending consequences, the customer buys brand A to kill the fear.
Irony		
Two girls who want to be chosen as princess in the play arrive in the same dress.	situational	The dress thought to be the deciding factor in getting the part was unimportant to the talent required.
I thought you wanted me to sample the cookies.	verbal	The irony is the cookies were for another family, but you wanted just one.

Writing Supplements

Proofreading Marks

Mark	Meaning	Example
^	add/insert	want I ^ to go home.
e	delete	I want too go home.
↺	reverse	I want go to home.
⌒	close space	I wa nt to go home.
⌞	a new paragraph	⌞ I want to go home.
⊙	add what is in the circle	I want to go home ⊙
≡	capitalize	I want to go home. ≡
\	lower case	I W ant to go home.
sp	spelling error	I want to go hame. sp

Glossary - Grade 7 OAS English Language Arts Vocabulary

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

accuracy - that which is correct

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

adjective - words describing nouns as in size, shape, or color (3.5.R.2) (4.5.W.2) (5.5.R.2) (6.5.R.2) (7.5.W.2)

adverb - words describing verbs, adjectives, other adverbs as in how, where, when, or how often (3.5.R.2) (5.2.R.2*) (4.5.W.2) (6.5.W.2) (7.5.R.2)

affix - one or more letters attached before or after a root word to modify its meaning (3.4.R.2*) (4.4.R.3*) (5.4.R.3*) (6.4.R.3*) (7.4.R.3)

alliteration - three or more words with the same beginning sound to direct attention (3.3.R.4) (4.3.R.4) (5.3.R.4*) (6.3.R.4*) (7.3.R.4*)

analogy - comparison of two different things using one that is familiar (4.4.R.1) (5.4.R.1) (6.4.R.1*) (7.4.R.1)

analyze - examine carefully as in study it carefully (5.2.R.2*)(6.2.R.2*) (7.2.R.2*)

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

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

antagonist - character in conflict with main character (4.3.R.3) (5.3.R.3*) (6.3.R.3*)(7.3.R.3*)

antecedents - original noun that has a pronoun following it (4.5.R.2) (5.5.R.2) (6.5.R.2) (7.5.R.2)

antonym - words which are opposite in meaning (3.4.R.1*) (4.4.R.4*) (5.4.R.1) (6.4.R.1*) (7.4.R.1)

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

apostrophes – mark showing possession or contraction (3.5.W.5) (4.5.W.3) (6.5.W.4) (6.5.W.6) (7.5.W.6)

*indicates a power standard

Glossary - Grade 7 OAS English Language Arts Vocabulary

foreshadowing - a clue or hint that something will happen or be significant later (7.3.W.1)

formal style – impersonal, scholarly writing (7.3.W.3)

fragment - an incomplete sentence (3.5.W.1) (4.5.W.1)

genre - category used to classify literary works, usually by form, technique, or content (3.2.R.2*) (4.2.R.2*) (5.2.R.2*) (6.2.R.2*) (7.2.R.2*)

geographical names - identification of places on earth (3.5.W.3)

gerund – verbal ending in *-ing* and functions as a noun (7.5.R.2)

global perspective – looking at something relevant to all peoples of the world for a better understanding (6.3.R.1*) (7.3.R.1*)

glossary - alphabetical list of technical and unusual words or terms used in a book (3.4.R.4*) (4.4.R.4*) (5.4.R.4) (6.4.R.4*) (7.4.R.4)

grammar – structure of written language (3.5.W.1) (4.5.W.1) (6.2.W.4) (7.2.W.4)

graph - a diagram of comparisons (5.3.W.2) (6.3.W.2) (7.3.W.2)

graphics - visuals that give information (3.6.R.2) (4.6.R.2) (5.6.R.2)

Greek root - letters without English meaning usually needing an affix to make a work meaning (7.4.R.3)

Greek stem – the letters of a word without affixes (7.4.R.3)

helping verb - adds meaning to the main verb (5.3.R.2)

historical perspective – looking at something from the past to understand its contribution to the present (6.3.R.1*) (7.3.R.1*)

homograph - words with same spelling but different meanings and pronunciation (3.4.R.1*) (4.4.R.1*) (5.4.R.1)

homophones - words with same pronunciation but different meanings and different spellings (3.4.R.1*) (4.4.R.1*) (5.4.R.1)

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*) (6.3.R.4*) (7.3.R.4*)

idiom - word, phrases, sentence unrelated to the real meaning (4.3.R.4) (5.3.R.4*) (6.3.R.4*) (7.3.R.4*)

*indicates a power standard

Glossary - Grade 7 OAS English Language Arts Vocabulary

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

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

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

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

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

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

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

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

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

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

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

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

rewrite - organizing thoughts to write (3.2.W.1) (4.2.W.1) (5.2.W.1) (6.2.W.1) (7.2.W.1)

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

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

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

pronunciation - the act of sounding out a word slowly (6.4.R.4*) (7.4.R.4)

*indicates a power standard

Glossary - Grade 7 OAS English Language Arts Vocabulary

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

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

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

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

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

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

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

viable - functions to meet a specific need (4.6.W.1) (5.6.R.1) (6.6.R.1) (7.6.R.1)

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

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

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

*indicates a power standard

A Final Word

If I have ears to hear, but refuse to listen, am I more or less aware of the sounds around me than the person born without the ability to hear? No, we are equal. We do not know the sound of “Rap,” the fiddle’s speed on “Orange Blossom Special,” or the whack of the bat when it sends the sphere outside the park.

If I have the ability to read, but refuse to do so, am I more or less informed than the person who is illiterate and cannot make sense of the printed page? No, we are equal. We do not know what it means to read the words “I love you” on a Valentine; “Do your chores and get a raise in your allowance” on a note left on the kitchen cabinet; or the words “Driver’s License” on the paper that allows someone to legally drive.

Reading is a gift you give yourself. Take a trip in a book; meet new friends in a book, or follow the directions you find in a book. Grow to be the best person you can be because you have the ability!

—The Editor