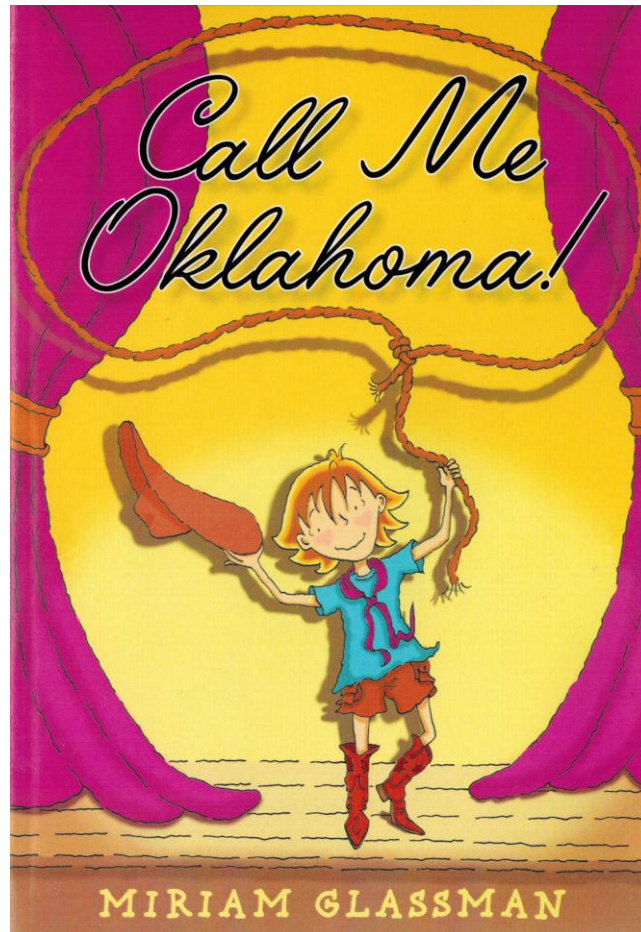


# A CCSS Annotated Discussion and Activity Guide for



Written and Illustrated by

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Published by Holiday House

Guide Created by Debbie Gonzales



## Table of Contents

Reading Assignment Bookmarks.....	3
Discussion Questions for Chapters 1 through 4.....	4
Cloze Reading Activity.....	6
The Oklahoma! Cloze Game – Partial Lyrics .....	7
The Oklahoma! Cloze Game.....	8
The Oklahoma! Cloze Game Answer Guide .....	9
Discussion Questions for Chapters 5 through 8.....	10
Venn Diagramming – Possible Selves Game: Gavi vs. Viveca .....	12
Possible Selves Game: Gavi vs. Viveca .....	13
Possible Selves Game Word Labels: Gavi vs. Viveca.....	14
Discussion Questions for Chapters 9 through 11.....	15
Vivid Vocabulary Word Scramble .....	16
Vivid Vocabulary Word Scramble Answers.....	17
Discussion Questions for Chapters 12 through 15.....	18
The <i>Call Me Oklahoma!</i> Board Game .....	20
Common Core State Standards Activity Annotations .....	23
English Language Arts Standards - Reading: Literature .....	23
English Language Arts Standards - Reading: Foundational Skills.....	24
Acknowledgements.....	25



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## Reading Assignment Bookmarks

For the purpose of group discussion and activity formatting, the novel *Call Me Oklahoma!* have been divided into chapter groupings. Personal bookmarks are printed on the below. Listed on these bookmarks are the designated chapter groupings and a space allotted for a Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

### Procedure:

- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
  - Write their name on it.
  - Copy Target Completion Dates in designated space below assigned chapters to be read.
  - Keep the bookmark in the book for reference through the course of the novel study.

		
Name	Name	Name
Chap. 1 through 4	Chap. 1 through 4	Chap. 1 through 4
Chap. 5 through 8	Chap. 5 through 8	Chap. 5 through 8
Chap. 9 through 11	Chap. 9 through 11	Chap. 9 through 11
Chap. 12 through 15	Chap. 12 through 15	Chap. 12 through 15



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## Discussion Questions for Chapters 1 through 4

*Paige wished she could be more like that. And on the long plane ride home, she decided she not only could, but she would. The first thing she'd need, however, to become a more Cordelia-ish kind of person was a different name. A name with guts (4).*

- What is it about cousin Cordelia that Paige admires?
- What is your first impression of Cordelia?
- Why do you think being more like Cordelia appeals to Paige?
- Do you think Paige would climb up open doorways like a spider or tell mean boys that they stink?
- Can you do these things? Would you want to do these things?
- Do you think it is possible to be like both kinds of people at the same time? Could Paige stay the way she is and still act a little like Cordelia when she wanted to?
- How about you? Do you behave or think like different types of people at different times?
- Are there times when acting one way is better than acting another way?

*Her stomach quivered, but she reminded herself that she was Oklahoma now. And Oklahoma wasn't afraid of Viveca (18).*

- Why do you think Paige is afraid of Viveca?
- Do you think Viveca is afraid of Paige?
- What do you think Viveca's impression of Paige is?
- Do you think that Cordelia would be afraid of Viveca?
- Do you think that Viveca would be afraid of Cordelia?
- Do you think that using a new name will help give Paige the confidence she needs to be in the same 4<sup>th</sup> grade classroom as Viveca?
- Do you think that Paige and Viveca could ever be friends?
- Which person would you chose as a friend and why?
  - Paige?
  - Viveca?
  - Cordeila?
  - Gavi?



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*“Each of you,” continues Ms. Hardy-Wilson, “has many possible selves inside you. And discovering those possible selves is an adventure. You never know what you’ll find. (24)”*

- Do agree with Ms. Hardy-Wilson that there are many possible selves inside one person?
- Is it possible that there is a person like Viveca residing inside Paige? One like Cordelia? Or Conrad? Or Gavi?
- Is there an Oklahoma-type of person inside of Paige?
- Describe the personality type of someone named Oklahoma. What sort of person would they be?
- How about you? Are there possible selves inside of you?
- Are you capable of both kindness and cruelty?
- Are there moments that you feel shy and other moments you feel bold?
- Think about this. Do people always act one way or are there a number of possible selves within us all?

*“We want Conrad to take more responsibility at home,” said Mrs. Turner. “If any little thing ever happens when we’re out, we want Conrad to know how to manage it. (30)”*

- While it is true that Conrad is Paige’s older brother, does this fact qualify him to babysit?
- Do you think that there is a responsible self inside Conrad?
- Do you think that there might be a childish self inside him, too? One that digs deeply inside a box of Corn Zappies for a surprise toy?
- Do you think Conrad would know how to manage a problem, while their parents are out?
- Do you think leaving Conrad in charge is a good idea?
- Do you think Paige might need to call upon her Oklahoma self to survive being babysat by Conrad?



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## Cloze Reading Activity

*The show was called Oklahoma! and it was full of cowboys and spunky women twirling around. The musical had Paige bouncing in her seat, and at the end of the show, when all the people onstage waved their hats and yelled, “Yeehaw!” Paige felt so full of joy, tears sprang to her eyes. She longed to be the kind of person who yelled “Yeehaw! (4)”*

**Special Note:** Click [HERE](#) to watch a video of the chorus from the 1955 Rodgers and Hammerstein’s production *Oklahoma!* performing the song that inspired Paige Turner to change her name. The lead roles in this clip are played by Shirley Jones in her film debut, and Gordon MacRae.

**Objective:** To use the cloze procedure to enhance reading skills through the use of context cues to complete the activity.

### Materials:

- Page 9, Partial Lyrics for the song Oklahoma!
- Page 10, The Oklahoma! Cloze Game
- Page 11, Answer Guide for the Oklahoma! Cloze Game
- Pencil

### Procedure:

- To give the students a feel for the song that inspired protagonist Paige Turner to change her name, spend a little time watching the YouTube video featured above in the **Special Note**.
- Print the Partial Lyrics for the Song Oklahoma! found on page 9.
- Review the Partial Lyrics for the song Oklahoma! found on page 9.
- Encourage the child to fill in the blanks with the correct lyric either by memory or by working closely with the Oklahoma! Cloze Game sheet, found on page 10.
- When complete, use the Answer Guide for the Oklahoma! Cloze Game found on page 11 to check work.



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The Oklahoma! Cloze Game – Partial Lyrics

## Oklahoma!

OOOOOk-lahoma,  
Where the wind comes sweeping down the plain  
And the waving wheat can sure smell sweet  
When the wind comes right behind the rain.

Oklahoma,  
Every night my honey lamb and I  
Sit alone and talk and watch a hawk  
Making lazy circles in the sky.

We know we belong to the land  
And the land we belong to is grand!  
And when we say  
Yeeow! Aye-yip-aye-yo-ee-ay!  
We're only saying  
You're doing fine, Oklahoma!  
Oklahoma

O.K. L - A - H - O - M - A  
OKLAHOMA!  
Yeeow!



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## The Oklahoma! Cloze Game

### Oklahoma!

OOOOOk-lahoma,  
 Where the wind comes \_\_\_\_\_ down the plain  
 And the \_\_\_\_\_ wheat can sure smell \_\_\_\_\_  
 When the wind comes \_\_\_\_\_ behind the rain.

Oklahoma,  
 \_\_\_\_\_ night my honey lamb and I  
 Sit alone and talk and \_\_\_\_\_ a hawk  
 Making lazy \_\_\_\_\_ in the sky.

We \_\_\_\_\_ we belong to the land  
 And the land we \_\_\_\_\_ to is grand!  
 And when we say  
 \_\_\_\_\_ Aye-yip-aye-yo-ee-ay!  
 We're only saying  
 You're doing fine, \_\_\_\_\_!  
 Oklahoma

O.K. L - A - H - O - M - A  
 OKLAHOMA!  
 Yeeow!



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## The Oklahoma! Cloze Game Answer Guide

### Oklahoma!

OOOOOk-lahoma,  
 where the wind comes sweeping down the plain  
 And the waving wheat can sure smell sweet  
 When the wind comes right behind the rain.

Oklahoma,  
Every night my honey lamb and I  
 Sit alone and talk and watch a hawk  
 Making lazy circles in the sky.

We know we belong to the land  
 And the land we belong to is grand!  
 And when we say  
Yeeow! Aye-yip-aye-yo-ee-ay!  
 We're only saying  
 You're doing fine, Oklahoma!  
 Oklahoma

O.K. L - A - H - O - M - A  
 OKLAHOMA!  
 Yeeow!



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## Discussion Questions for Chapters 5 through 8

*Paige gave her brother her toughest Oklahoma squint. She looked him up and down, from his dust-covered pants to his pale, frightened face. "Call me Oklahoma," she said, "and I won't tell anyone you're scared of the dark. (40)"*

- Could it be that, in this scene, Paige discovered a new part of Conrad?
- Could it be that Conrad's usual rude self might be a cover for a weak, fearful part of his personality?
- Is Paige's personality beginning to change?
- Is she becoming more of the person she had hoped to be?

*"No way, Viveca!" Paige blurted out. "You can't do that!" It felt great to shout "No way!" at Viveca, even while her heart pounded like a sneaker in the dryer (45).*

- Is Paige becoming more like Oklahoma in this scene?
- Is her new self beginning to dominate her old self?
- What effect is this new personality shift having on Viveca? On Gavi?
- Why did she feel good to shout at Viveca?
- Paige had to pay a personal price for challenging Viveca. What was it?
- Did Paige misuse her Oklahoma-like self?
- Did Oklahoma get Paige in a bind somehow? Cause her some sort of problem socially?

*"Ahem," coughed Ms. Hardy-Wilson, towering over Viveca. "Is this posse having trouble with the assignment?" For a moment everyone stared silently down at their books.*

*The Paige looked up. "Um...we had a little trouble finding the right page," she said. "But now everything is O. K. (52)"*

- In this scene, which classmates banded together in a clever way to free Paige from Viveca's personal jinx?
- Who acted as Paige's true friends in this scene?
- And when Ms. Hardy-Wilson towers over Viveca, who comes to her rescue? Oklahoma or Paige?
- Consider the clever play on words presented in the last line of the quotation above. Do you get the joke?



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*Gavi bit her bottom lip and glanced down. "I know. So here's what we'll do: We'll pretend to chat, and then I'll get behind you and pretend to knock against your feet. That should give you plenty of oomph for flipping over. 'Kay? (57)."*

- Who is braving the highest monkey bars to save Paige?
- Gavi could tease and make Paige feel bad, but she doesn't. Why not?
- How is Gavi helping Paige to save face?
- How is Gavi helping Paige to be more like Oklahoma than her usual self?
- Who cares the most for Paige's well-being in this scene? Gavi? Viveca?

*Paige felt as if she'd been spun around several times and then commanded to walk in a straight line. Whenever she saw Gavi, Gavi turned and walked in the opposite direction with her lips pressed together, as if she was holding in a bad word (67).*

- Is Paige is feeling confused as a result of the choices she has made?
  - What about breaking the promise she made to Gavi to buy the book together?
  - Is Paige enjoying being Oklahoma-like, even though she has let Gavi down?
  - Has Paige substituted a toy sidekick, Milkshake, for a real friend?
- Do you think Paige's Oklahoma self is causing her to make some bad choices?
- Why do you think Viveca wants to make a club?
- Whom do you think Viveca likes better, Paige or Oklahoma?
- Or are they the same people?



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## Venn Diagramming – Possible Selves Game: Gavi vs. Viveca

**Objective:** To use a Venn diagram to build the reader’s Vivid Vocabulary, as well as to compare and contrast two characters’ personality traits, motivations, and/or personal selves.

**Materials:**

- Venn diagram on page 13
- Word labels on page 14
- Scissors
- Cardstock

**Procedure:**

- Print page 13 and page 14 on cardstock.
- Use scissors to trim the word labels found on page 14.
- Use word labels to classify Gavi and Viceca’s personality traits using the Venn diagram.
- Stack words that describe their differences on the outer layers of the circles.
- Stack words that describe their similarities on the inner, shared space on the diagram.

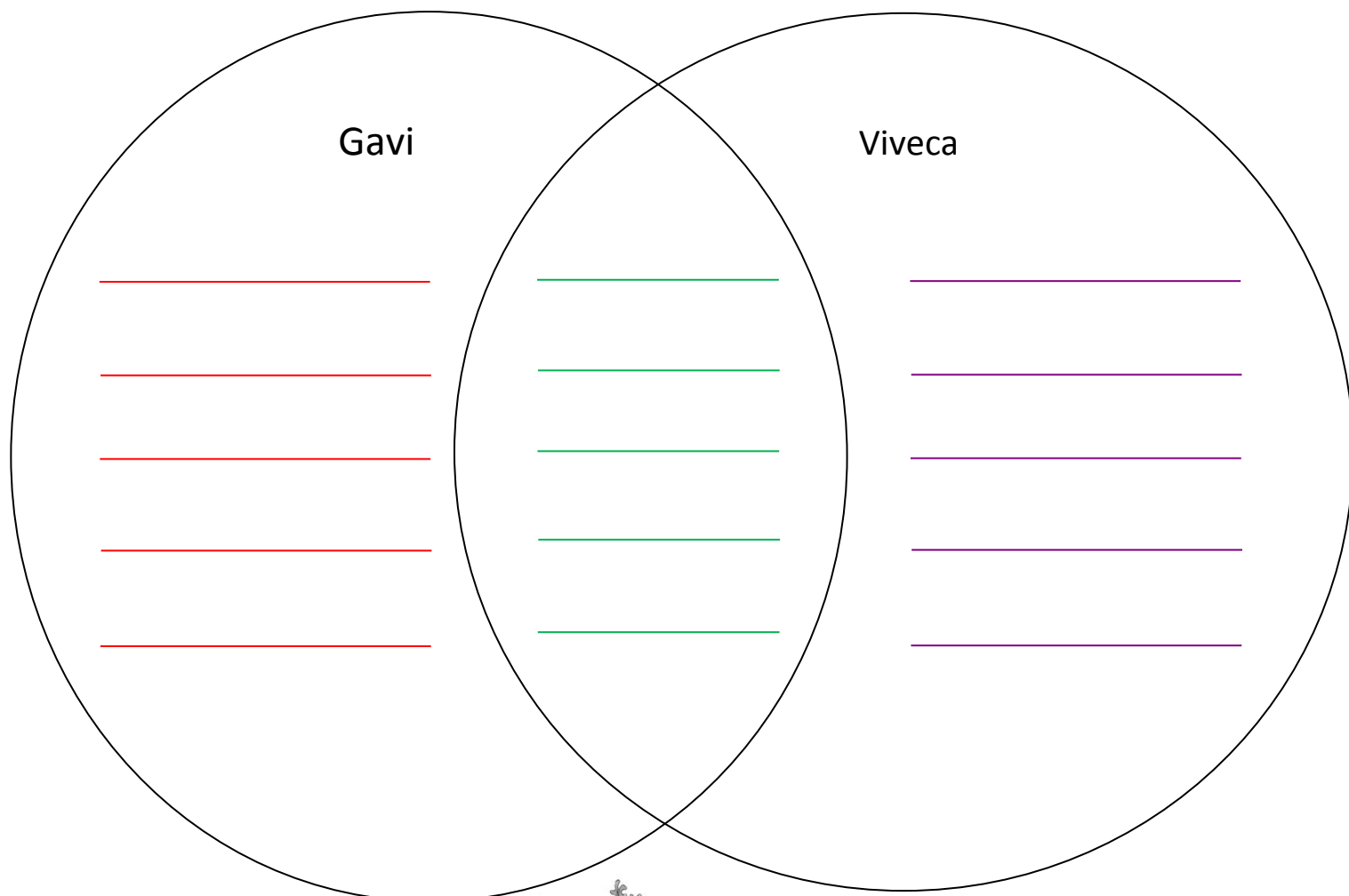


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### Possible Selves Game: Gavi vs. Viveca



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## Possible Selves Game Word Labels: Gavi vs. Viveca

Loyal	Likeable	Determined
Rude	Cooperative	Demanding
Tender	Bold	Courageous
Kind	Friendly	Helpful
Fair	Sensitive	Rebellious
Fun	Trusting	Stubborn
Mean	Happy	Brave
Bossy	Girl	Generous
Popular	4th grader	Quiet



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## Discussion Questions for Chapters 9 through 11

*Her elbows sagged. The real fortune, she knew, should've been You are turning into Viveca's monkey. And turning into Viveca's monkey was not what being Oklahoma was supposed to feel like (81).*

- What does becoming someone's monkey mean?
- Are monkeys independent thinkers?
- Are they controlled by others?
- Is Oklahoma an independent thinker?
- Is Paige?
- Which self do you think is allowing Viveca to take control – Paige or Oklahoma?

*For a moment, Paige was speechless, and a vision of Viveca flashed through her mind. How could she have missed what a brat Cordelia could be (87)?*

- Do you find it interesting that just months before, Paige felt that being like Cordelia would be amazing? That her offensive, outlandish behavior appealed to Paige?
- What has happened since summer, when the two saw the musical *Oklahoma!* together?
- Do you find a number of similarities in the way Viveca and Cordelia behave?
- Do you think there is a difference between Cordelia's actions and Conrad's?
- Do you think assuming the role of Oklahoma has, ultimately, been a good thing for Paige?
- Has she learned a lot about other people while assuming this identity?
- Have you?

*"You have a smart teacher," replied Aunt Joni, waving away her sister's offer of more coffee. "So what's your Oklahoma self like? (92)"*

- What is Paige's Oklahoma self like?
- What have been some of the benefits of being Oklahoma?
- Has being Oklahoma helped Paige in any way?
- Has being Oklahoma caused any problems for Paige?
- Has being Oklahoma taught Paige any lessons?
- How about you? Is there an Oklahoma-like self within you?
- Is there a Paige-like self inside of you, too?
- If so, do you call upon your stronger self when you're in need of confidence?
- How about when you need to respond in a thoughtful way?



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## Vivid Vocabulary Word Scramble

Paige then took out her vivid Vocabulary list. Her teacher loved words and encouraged the class to use Vivid Vocabulary in their writing (71).

**Directions:** Unscramble each of the clue words. Copy the letters in the numbered cells to matching numeric cells at the bottom of the page.

CENGAH


6 1

HOOKAAML


7

RITVEYTCIA


8

CAVEVI


9

TISAEMORHOPMS


10

CAILEORD


GEPAI


3

GAIV


4

DILTIYVANUIID


2

RYLTIANESPO


5

(Hint: The name of Paige's school)


1 2 3 4 5 6 7 8 9 10



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## Vivid Vocabulary Word Scramble Answers

CENGAH      c h a n g e  
6 1

HOOKAAML      O k l a h o m a  
7

RITVEYTCIA      c r e a t i v i t y  
8

CAVEVI      V i v e c a  
9

TISAEMORHOPMS      m e t a m o r p h o s i s  
10

CAILEORD      C o r d e l i a

GEPAI      P a i g e  
3

GAIV      G a v i  
4

DILTIYVANUIID      i n d i v i d u a l i t y  
2

RYLTIANESPO      p e r s o n a l i t y  
5

(Hint: The name of Paige's school)      G u g g e n h e i m  
1 2 3 4 5 6 7 8 9 10



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## Discussion Questions for Chapters 12 through 15

*Mrs. Klonsky shrugged and said, "Eh! You play on. Art is full of mistakes. Like life. But we don't stop. We go on. And learn from our mistakes" (99).*

- Is what Mrs. Klonsky said true? Is art full of mistakes? Is life full of mistakes?
- Has Paige made some mistakes while being Oklahoma? If so, what are they?
- Has Paige made some mistakes by not being true to her self?
- What lessons has Paige learned about the following topics:
  - Friendship?
  - Kindness?
  - Forgiveness?
  - Honesty?
  - Confidence?

*"But I can't stand another minute of our not being friends. (106)"*

- Does it take a certain kind of confidence to apologize to someone you have hurt?
- Is coming to understand the consequences of your actions an important lesson to learn?
- Does this involve looking at your self in critical way? Not only looking for ways to be more bold or confident, but to be kind and compassionate?
- Are you glad that Paige and Gavi made up?
- Have you ever had to apologize for making a mistake and hurting someone's feelings?
- How did this action affect your friendship afterwards?

*To think that there could be so many possible selves in one single person, just as her teacher had said. It felt great... (123).*

- Think about the many selves Paige discovered within herself. Recall a time when she discovered these various traits within herself.
  - When was she a hero? When did she come to the aide of others?
  - When was she vague and uncertain about herself? When did she lack confidence?
  - When was she mean and somewhat selfish? When did she behave an unkind way?
  - When was she funny and lively?
  - When was she brave?
  - When was she truthful and honest?
  - When was Paige kind? Thoughtful? Forgiving?
- How about you and your qualities? Are you like Paige?



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- Are there a number of different selves residing within you?
- Do you think there might be an Oklahoma-type of self inside there, too?

# Yeehaw!



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## The *Call Me Oklahoma!* Board Game

**Objective:** To review various plot points in a game format.

**Materials:**

- Cardstock
- Game Cube found on page 21
- Game Board found on page 22
- Scissors
- Tape or a glue stick
- Markers or crayons
- A number of small objects to serve as game movers – i.e. paper clips, pennies, pebbles – one for each player.

**Construction Procedure:**

- Print Game Cube and Game Board on cardstock.
- Use scissors to trim around the edges of the Game Cube.
- Fold and bend edges of Game Cube to fashion a large, paper dice.
- Decorate Game Board using markers or crayons.

**Game Playing Procedure:**

- All players begin on the lassoed word “HERE”.
- Taking turns, each player rolls the Game Cube, responding to the instruction printed on the upper most plane of the cube.
- The player to reach the *Call Me Oklahoma!* lasso in the center of the game is the winner.



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Fold


“Can I taste...  
I mean, smell  
one? (18)”



Scented-marker  
hypnosis. Stay  
where you are.

Fold


Yikes! Run ahead  
2 spaces!



Roaring and growling, the  
Cottage Cheese Monster  
clomped after her,  
his arms stretched  
stiffly in front of him (36).

Flap C    Fold

Roll again. You  
deserve two  
turns.




Now, if she could cartwheel  
her way out of being  
Viveca’s monkey (107)!

Fold    Flap D


Hurt a friend’s  
feelings. Lose a  
turn.

Lily and Mack ran over  
from their class to  
admire him.  
But not Gavi (64).



Flap A    Fold

“I can see why Gavi got  
angry with you. Maybe  
you’ve given her the idea  
that being Oklahoma is  
more important than being  
her friend. (74)”

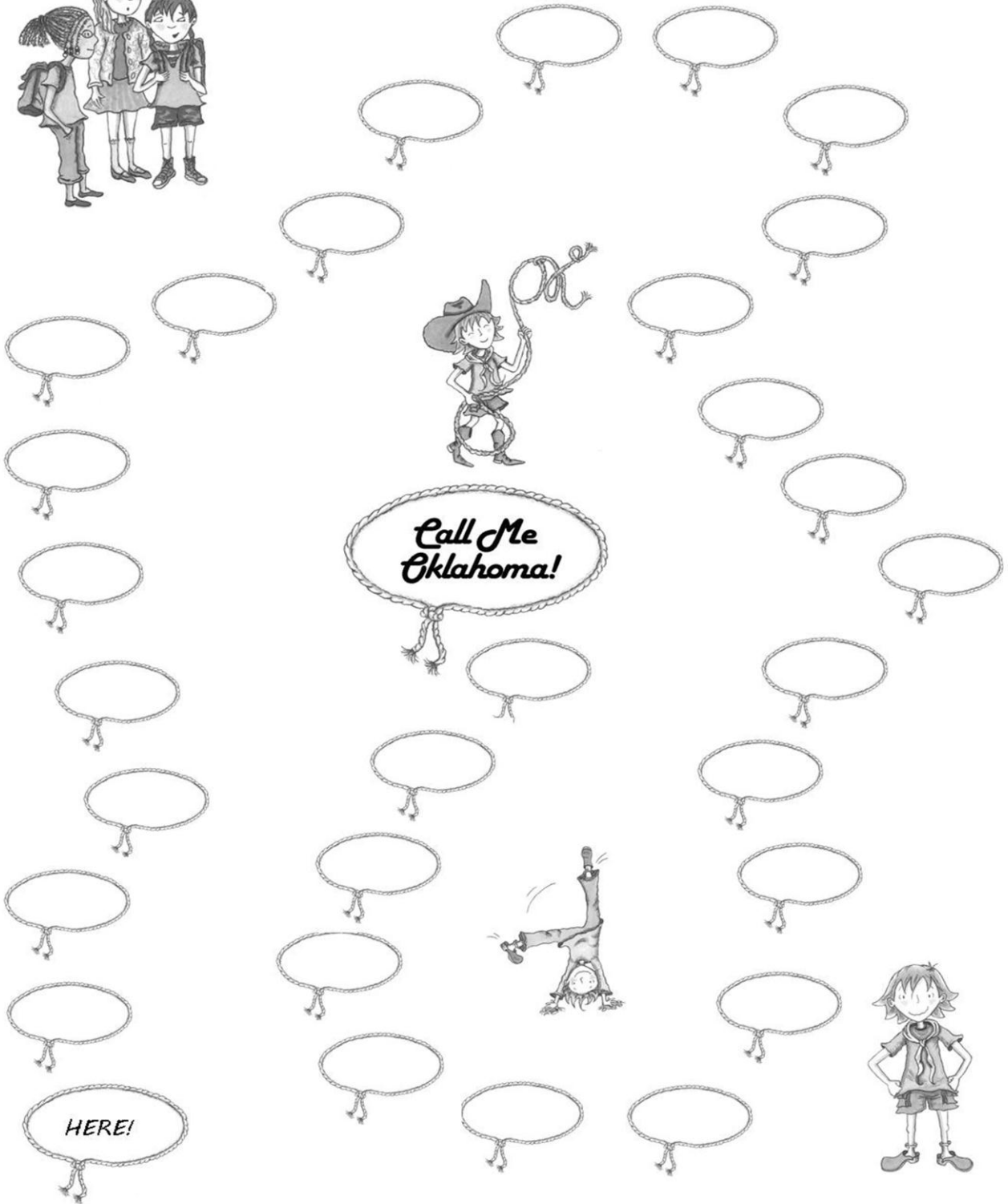


Fold    Flap B

Move ahead 3  
spaces

Move back 4  
spaces





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## Common Core State Standards Activity Annotations

### English Language Arts Standards - Reading: Literature

		Discussion Questions (4, 10, 15,18)	The Oklahomal Cloze Game (6)	Venn Diagramming: Gavi vs Viveca (12)	Vivid Vocabulary Word Scramble (16)	Call me Oklahomal Board Game (20)
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	✓		✓		✓
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓		✓		✓
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓		✓		✓
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓		✓		✓
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓		✓		✓
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		✓		✓
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	✓		✓		✓



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## English Language Arts Standards - Reading: Foundational Skills

		Discussion Questions (4, 10, 15, 18)	The Oklahoma! Cloze Game (6)	Venn Diagramming: Gavi vs Viveca (12)	Vivid Vocabulary Word Scramble (16)	Call me Oklahoma! Board Game (20)
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓		✓	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension	✓	✓	✓	✓	✓
RF.2.4a	Read grade-level text with purpose and understanding.	✓		✓		✓
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			✓	✓	✓
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓
RF.3.4a	Read grade-level text with purpose and understanding.	✓		✓		✓
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓		✓	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension	✓		✓	✓	✓
RF.4.4a	Read grade-level text with purpose and understanding.	✓		✓		✓



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