

# COUNTING ON KATHERINE

LESSONS FOR:

FAMOUS BLACK WOMEN

COMPOUND PREDICATES

MAIN IDEA/DETAILS

OUTLINES



MENTOR TEXT  
CLUB  
by jivey

GRADES 3-5

# Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club,  
you'll get a unit just like this one every  
month during the 2019-2020 school year  
for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

## JOIN THE CLUB

*If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at [ideasbyjivey@gmail.com](mailto:ideasbyjivey@gmail.com).*

*I will happily refund you the price you paid for the individual unit!*

Happy reading! -Jivey

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# You'll need: Counting on Katherine by Helaine Becker

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Counting on Katherine</u> for enjoyment. Talk about the main idea and supporting details with students. Encourage them to use the organizer. Say, "You're counting on me!"	Show students the mentor sentence. Discuss the main idea and supporting details. Notice about the sentence structure, emphasizing the use of the word "and" to connect ideas.	Guide students to outline <u>Counting on Katherine</u> by sorting the facts provided into sections.
DAY TWO	Students will identify the main idea and supporting details of <u>Counting on Katherine</u> using a web organizer.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of compound predicates.	Students will "backwards organize" to outline an article already written by identifying subtopics and listing key facts for each.
DAY THREE	Students will identify the main idea and supporting details of <u>Counting on Katherine</u> using a web organizer.	Discuss how the sentence could be revised to make it more effective. Allow students to revise the sentence and share.	Continue the idea of ways to revise from mentor sentence. Give time looking at the text. This is a good time for identifying where new paragraphs could be added.
DAY FOUR	Students will compare the two women in the articles to share the similarities and differences on an H-diagram.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students use an outline to organize facts to answer the constructed response prompt. They should also use various evidence-based forms.
DAY FIVE	Assess the students' understanding of the main idea and supporting details of the passage.	Practice focus skill more with writing sessions (or use the article as a "challenge").	

# MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are not going to use mentor sentences, I encourage  
Mentor Sentence (Courage on Katherine) to visit new websites to read and videos on  
Mentor Sentence (Courage on Katherine) to visit new websites to read and videos on  
Student Notebooks to complete a sentence to ease the started with  
them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the one that all the students have read, not point out the compound preposition if they can't since this is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Especially focus on the verbs since they are the predicates, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what you want to write about. Imitate the example first and allow the students to notice what is the same and different from the original.

Day 5: Students will notice what they have learned with a guided assessment.

**Monday** - possibilities of things to notice  
 \*compound predicates/ list of actions  
 commas in a series  
 pronoun used to replace "Katherine"  
 plural noun - sleeves  
 past tense (you can talk about irregulars- took, began)  
 simple sentence

She rolled up her sleeves,

**Tuesday** - label the sentence

She - pronoun  
 rolled, took, began - verbs  
 up - adverb  
 her - possessive pronoun  
 sleeves, breath - nouns  
 a, the - articles  
 deep - adjective  
 and - conjunction  
 doing - participle (or list as verb)

took a deep breath, and

She rolled up her sleeves, took a deep breath, and began doing the math.

~ Counting on Katherine

complete subject  
 simple subject

complete predicate  
 simple predicate

**Wednesday** - possibility of revised sentence

Katherine rolled up her sweater sleeves, took a deep breath in, and began doing the tough math.  
 (named specific noun, added adverb, and added adjectives)

She rolled up her sleeves, took a deep breath, and began doing the math.

**Thursday** - possibility of imitation sentence

She plotted out the numbers, joined the points, and formed a curved line.

~ Counting on Katherine

She rolled up her sleeves, took a deep breath, and began doing the math.

Compound predicates are made of two or more verbs doing the same thing. The subject of the activity comes into your mind. Under each flap, write a sentence with a compound predicate. There are six flaps in this book.

Compound Predicate	worked and earned
	launch and return
	rises, falls, and lands
	promoted and calculated
	waited and cheered

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:  
She rolled up her sleeves, took a deep breath, and began doing the math.

Underline the verbs that form the compound predicates.

- Katherine gazed up at the stars and dreamed of her future.
- Katherine turned into a star student, skipped three grades, and made her brother jealous.
- Her dad worked night and day, earned more money, and moved the family to a town with a black high school.
- Katherine heard about the jobs at NACA, applied for the jobs, and was on the moon celebrated her feat.
- Finish the sentences by missing the answers.
- Without Katherine, the spaceship couldn't reach its destination safely.
- John Glenn orbited Earth three times and became a hero.





# PLAY ON WORDS: MENTOR TEXT

Core Anchor Standards: L.5, RL.4

Duration: 45 MINUTES

Objective: Students will demonstrate understanding of a pun, or play on words.

Materials Needed:  
Counting on Katherine by Helen Hecker  
Pun Activity

Actions: Show students the book you are going to read with them, Counting on Katherine. Make sure to discuss the fact that there isn't a photograph on the cover—instead it uses illustrations. We usually think of drawings and illustrations in fiction books, but they can also be used with informational books that we call narrative nonfiction. With narrative nonfiction, the book reads like a fictional story, but it is a true story.

Read the book together. Talk about how the book is a "story" right from the beginning with the girl counting and again, the illustrations. The reader finds out Katherine loved math and loved to learn from an early age, which is a "factual" or "expository" way of writing the book, but it is also telling its story. It is informing us but it is also telling the story of her life in an entertaining way, showing us that nonfiction texts can be written in different ways while still providing factual information.

One way an author will make narrative nonfiction more entertaining is by using descriptive and figurative language. Discuss the title "Counting on Katherine" and how this is a play on words, or a pun, because she is a mathematician – she loves to "count" but how it has a different meaning. When John Glenn refused to fly, Katherine told him the same, "You can count on me." Allow students to demonstrate their understanding of the literal and figurative meaning of the phrase on the Pun Activity.

# “You can count on me!”

When Katherine Johnson said,

“You can count on me,” to John

Glenn, what did she mean?

Draw a picture showing what it

might look like if John Glenn

LIT ALL counted on Katherine.

Katherine was letting him know he could rely on her accuracy. She would not let him down and would do what he expected her to do.

Students might draw John sitting/standing on Katherine while shouting numbers, counting on his fingers, etc.

What makes this phrase a pun, or a play on words?

She is a mathematician, so this makes the phrase have a

double meaning because people can depend on her skills and

she counts while using her math skills.



# OUTLINE A TOPIC: MENTOR TEXT

Core Anchor Standards: W.2, W.4, W.5, RI.2

Duration: 25 MINUTES

Objectives: Students will organize the information learned from a text into an outline.

Materials Needed:

Counting on Katherine, How to Write an Outline, Checklist

Outline activity (template and cut-apart facts)

Actions: Explain to students that the author of Counting on Katherine had to think about how to organize the facts about Katherine Johnson in a way that would help clearly inform the reader about her life.

Give students the outline template and the facts page. Students should cut apart the facts and group them by how they relate to each other. I suggest not allowing students to glue until you have gone over it with them. Have students think of how they would name the groups of facts. Explain that if you had a book about Katherine Johnson, the name of each of these groups is subtopic. Tell students that each subtopic should logically group the information. (Refer to the book if needed to see where facts belong.)

I provide a general subtopic name as well as a creative one- you could work with students to also think of other ways to name the subtopics.

Once you have reviewed the logical grouping and naming each subtopic, the students can glue.

TOPIC:

*Katherine Johnson*

SUBTOPIC

CHILDHOOD

SUBTOPIC

BECOMING

MATHEMATICIAN

SUBTOPIC

WORKING FOR

NASA

-or-

HARD-WORKING  
STUDENT

-or-

HOLDING OUT  
HOPE

-or-

COUNTING ON  
KATHERINE

She could believe that she could, and wanted to learn more. Her father encouraged her to go to the university.

There weren't many other women who wanted to be mathematicians so she became a teacher.

Katherine was known for her accuracy and was promoted to work with Project Mercury.

She was so bright, she skipped three whole grades.

NACA hired thousands of new employees, including women, but when Katherine applied, she was told the positions were filled.

Katherine calculated flight paths for Project Apollo which always brought the astronauts home safely.

Her father earned enough money to move the whole family to town with a black high school so Katherine could go to college.

Finally, her patience paid off and she was able to become a mathematician.

Apollo 13 would not have returned to Earth had it not been for Katherine's precise calculations.

# MAIN IDEA AND KEY DETAILS: MENTOR TEXT

Core Anchor Standards: RI.1, RI.2

Duration: 30 MINUTES

Objective: Students will determine the main idea and support it with key details from the text.

Materials Needed:  
Counting Katherine by Helen Beck  
Main Idea and Key Details Activities

Actions: Show students the mentor text cover again. Talk about the title and subtitle, and discuss how they accurately represented the topic of the book- it was all about Katherine Johnson and how she became the mathematician who saved the Apollo 13 astronauts. But was that what the book was all about? Knowing the topic of a book can help us to understand the main idea. Talk to students about finding the main idea of the book by looking at the key details that the author shares through the book. What was the author trying to make sure we understand about Katherine through the details that she shared?

Use the graphic organizer to start identifying key details together by looking back at the text's pages and pointing out the important details the author shared. Model modeling your thoughts (think-aloud) while re-reading a page or pages and identifying the important detail that stands out to you. Then move to re-reading a page or pages where the students have the opportunity to tell you what they think is important to add to the graphic organizer. Finally, give students a page or two that includes important details (or project using a document camera for all students to see) and allow them to work with a partner to identify the last important details to add to the organizer.

Come back together and discuss how these details tell us one thing about Katherine- this is the main idea of the book. Write a sentence to summarize what tells the main idea using the details from the book. Ask students to reflect- does this sentence state what the book is mostly about?

# Counting on Katherine

What key details did the author share about Katherine? What was the main idea?



# OUTLINE AN ARTICLE

Core Anchor Standards: W.2, W.5, RI.2

Duration: 30 MINUTES

Objectives: Students will read about a topic, create subtopics, and write out facts that fit under each subtopic.

Materials needed:

Political cartoon and

Outline Template

Actions: Remind students of the outline activity you completed in the previous lesson. Tell them today, they will be reading about another African-American woman who overcame obstacles to achieve her dream.

Read the article together and then allow students to work to identify the main topics of the three paragraphs as "subtopics," and then paraphrase the important facts that fit under each subtopic. This could be done with a partner or independently.

(They already know how to organize so it's time for them to make a outline, they understand how to organize.)

Point out how the columns/subtopics are grouped in the article- by paragraphs.

Students should think about how this transfers to writing, keeping the details grouped within paragraphs to keep the details organized logically.

## Political Pioneer

The daughter of immigrant parents, a child during the Great Depression, and being a Black female... all of these could have been barriers for Shirley Chisholm, but she didn't let them stop her. Born and raised in Brooklyn, New York, with three younger sisters, she grew to be a bright teenager who was a prize on the debate team. Her professors told her she would make a great politician, but she knew being a woman of color would be a great obstacle. Instead, Shirley became a teacher, but also joined groups like the League of Women Voters and the National Association for the Advancement of Colored People (NAACP) to fight for civil rights.



In 1964, Shirley decided she wanted to be a bigger part of politics after all. She wanted to be a part of the New York State Legislature, the group of people who make the laws for the state of New York. She became the second African American to be elected to the New York State Legislature. Four years later, she set her sights higher to become Representative of the United States Congress, the law-making body of the country, and she won the election. She was the first African-American woman to be elected to Congress! Over fourteen years, she fought for the same issues she had in the civil rights groups: equality for all no matter race or gender, assistance for the poor, immigration rights, and children's education.

During her time as a US Representative, Shirley also took a big leap in 1972 and became the first African-American to run for President. Despite the unfairness she faced, she still made it pretty far along the campaign trail. Perhaps Shirley would have had more votes had she been seen more from debating with the other candidates on TV. She only had to make one speech. Her perseverance is reflected in her nickname: "Fighting Shirley."

TOPIC:

*Shirley Chisholm*

PREVIEW

SUB TOPIC  
BEFORE POLITICS

born and raised in  
Brooklyn, NY to  
immigrant parents  
with three sisters

SUB TOPIC  
LAWMAKER

second African-  
American to be part  
of the NY State  
Legislature in 1964

SUB TOPIC  
RUNNING FOR  
PRESIDENT

ran for President  
in 1972

won prizes in the  
debate to

became a U.S.  
Representative

reside

1968

she did win

professors told her  
to become a  
politician

served for 14 years

she was blocked  
from TV debates  
and only allowed to  
make one speech

became a teacher

fought for civil  
rights, for the poor,

make one speech

joined civil rights

for immigrants and  
for children

people called her

group

education

"Fighting Shirley"

PREVIEW



# MAIN IDEA AND DETAILS

Core Anchor Standards: RI.1, RI.2

Duration: 30 MINUTES

Objective: Students will determine the main idea and support it with key details from the text.

Materials needed:

Brave Bessie article

Main Idea and Details graphic organizer (two versions- choose the one you want to use)

Actions: Read Brave Bessie with the students. Remind students of how you worked to find the main idea of Counting on Katherine by looking at the key details that the author shares through the book. You will be doing the same with this article.

There are two versions of the organizer. Choose the one you feel your students are ready for. Use the graphic organizer to start identifying key details together that support the main idea by looking back at the article and pointing out the important details that the author shares.

Talk about how details like the day she was born or where she lived are important facts, but are not key details that help us understand the main idea.

Give students the opportunity to tell you what they think is important to add to the graphic organizer with the first two or three paragraphs, then, give students time to work with a partner to identify the last important details to add to the organizer.

# PREVIEW

# Brave Bessie

"The air is the only place free from prejudices." Bessie Coleman said this after experiencing this truth first-hand. Bessie was the first African-American female pilot in a time when not only was it uncommon for women to fly planes, but colorism and sexism were rampant.

Bessie Coleman was born on May 26, 1892 in Texas. She lived there until she was 23, when she moved to Chicago to find a better life with her brothers. She worked as a mail clerk, giving people mail and running a barbershop. While she worked, she listened to the stories of the pilots who were returning home from World War I. Bessie decided she wanted to be a pilot. She got a second job to save up enough money for flight school, except, there weren't any American aviation schools that would accept her because of her gender and the color of her skin.

When no white pilot was willing to teach her how to fly, a friend and leader of the African-American community in Chicago, Robert Abbott, suggested that Bessie go to a French aviation school instead. With the money she had saved, she headed to Paris, France in 1920. After almost a year of learning to fly in Paris, she received her international pilot's license.

Bessie returned to the United States and word spread that not only was she the first Black female pilot (which was already setting a new standard for what women of color could achieve), but she was also a daredevil flyer! She flew a small biplane and wowed crowds who gathered for her airshows where she would turn in figure eights, loop-the-loops, and dives. People began to call her Brave Bessie.

Bessie was not a selfish celebrity. She refused to do an airshow if it was a white-only crowd, or even if the entrance gates were segregated. Though she died in a flight accident, she is remembered for opening the doors for African-American women to achieve their dreams.



# Brave Bessie

What key details support the main idea of the article about Bessie Coleman?

Bessie was a pioneer pilot at a time when it was unheard of for black women to do so.

Bessie was inspired by the white pilot to become a pilot herself.

She worked two jobs to save up for flight school.

Bessie received her international pilot's license.

Main Title  
Bessie Coleman was determined to be the first female African-American pilot and a change-maker for her community.

American flight school would accept her because she was a Black woman.

Bessie went to France to learn to be a pilot because she couldn't learn in the United States and she had saved up money.

Bessie would not do an airshow if Black people were not allowed there, or she would not enter the same gate as the white pilots.

# ADD NEW DETAILS

Core Anchor Standards: RI.2, W.2, W.5

Duration: 20 MINUTES

Objectives: Students will determine where new details would best fit.

Materials Needed:

Brave Bessie Coleman

Add New Details Activity

Actions: Discuss with students how sometimes when we revise writing, we add more information or details. It's important to know where those details should go. We wouldn't want to just add them in any place in our writing.

Allow students a few minutes to re-read the article about Bessie Coleman. Point out that these are NEW details on the activity which were not shared in the article, and they should determine which paragraph they would fit into based on the content in them. (You should have the answer that they would fit into the 2<sup>nd</sup> paragraph about Bessie Coleman.)

Depending on how much support your students need, you could split the class and then send them off to work with a partner to discuss the other two, and let them work together to defend why they chose the paragraph to put the detail in, or you might do the entire thing together.

# PREVIEW

# Add New Details

Which paragraph would these new details best fit?

paragraph \_\_\_\_\_

3

Bessie worked to learn French to help her pursue her dreams.

**Why would this detail fit in the paragraph you chose?**

Paragraph 3 shares how she went to Paris to go to flight school,  
where they would speak French.

5

Unfortunately, Bessie was going to do a parachute jump at an air show and she was learning to fly to see a good place to land. She fell out and was killed.

**Why would this detail fit in the paragraph you chose?**

Paragraph 5 mentions that she died in a flight accident, and this  
tells how she died.

4

Bessie hoped to start a flight school for African-Americans, but she couldn't do this without money. She began flying in airshows to earn more money.

**Why would this detail fit in the paragraph you chose?**

Paragraph 4 says she showed birds at airshows, and this tells  
why she flew in airshows.

# COMPARING TEXTS

Core Anchor Standards: RI.1, RI.3, RI.5, RI.9

Duration: 30 MINUTES

Objectives: Students will compare the structure and content of two texts.

Materials Needed:

Political cartoon

Brave Bessie article

Compare/Contrast H-Diagram

Actions: Have students review the two articles about Shirley and Bessie. Students could get with a partner and one student remind the other about all of the important things they remember about Shirley, and let the partner add anything the student forgot, then switch for Bessie.

Give students the H-Diagram. Students should work to compare the two women using the information from the two texts. Encourage students to have students work together or independently.

PREVIEW

# Famous Black Women

Shirley  
Chisholm

grew up in Brooklyn, NY

had three sisters

was a teacher first

became a member of the New York State House of Representatives then also Representative

fought for laws to be passed that helped end inequalities

ran for President

"Fighting Shirley"

Both

faced discrimination for being Black and treated unfairly for being a woman

had another job before what they were known for

first African-American woman in their field (first U.S. representative and first pilot)

fought for the rights of others

had a nickname

Bessie  
Cowan

born in Texas then moved to Chicago

had brothers

was a nail technician

learned to fly in France became a pilot

daredevil flyer

wouldn't fly airshows if they were segregated

"Brave Bessie"



# INTEGRATING TEXTS: CONSTRUCTED RESPONSE

Core Anchor Standards: RI.1, RI.2, RI.7,  
RI.9, W.2, W.4, W.9

Duration: TWO 45-MINUTE PERIODS

Objective: Students will integrate two texts to show how they know what they know.

Materials Needed:

Brave Beanie article

Political Pioneer article

Outline, Evidence-Based Terms List, Constructed Response Checklist

Constructed Response Prompt

Actions: Discuss with the students the importance of citing evidence when sharing ideas from other writers. Help students understand that it's not only important to give credit to the person who shared the information, but also for the reader of your writing to know where this information was featured. Give students the list of Evidence-Based Terms and read about it, giving the one used to every time they refer to an article, they don't say "The author says...", but "get evidence from the author..."

Give students the constructed response checklist and review the expectations with them before giving them the constructed response prompt (or share on the board for them to write in a journal or separate paper).

Give students the outline and remind them of how the columns/subtopics were paragraphs of the articles when they practiced outlining. They should use the two articles to reference details that answers the prompt. (You may want to walk students through the outline process if you don't feel they are ready to do this on their own.)

Remind students to use the Evidence-Based terms list to make sure they use their supporting details as they write, and to use the checklist to be sure they have done their work completely. You can also encourage students to include a sentence with a compound predicate to incorporate the mentor sentence skill.

## Evidence-Based Terms

The article/text says...

In this article/text...

In paragraph 4, it says...

I learned in the article/text that...

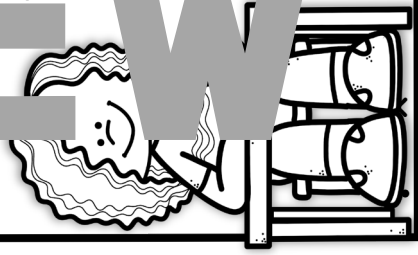
The author shared...

According to the article/text...

From the article/text, I can infer...

For example, in the article/text...

Based on what I read...



## Evidence-Based Terms

The article/text says...

In this article/text...

In paragraph 4, it says...

I learned in the article/text that...

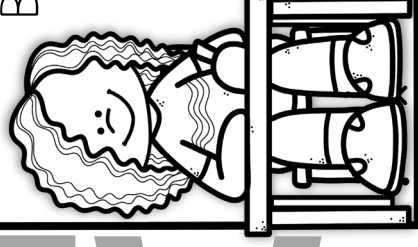
The author shared...

According to the article/text...

From the article/text, I can infer...

For example, in the article/text...

Based on what I read...



# CONSTRUCTED RESPONSE CHECKLIST

- ☐ restate the prompt/question
  - ☐ use key words from the prompt/question
- ☐ answer completely
  - ☐ explain your thinking
- ☐ make connections to the text(s)
  - ☐ provide specific examples from the text(s)
  - ☐ use evidence-based terms
- ☐ edit for errors
  - ☐ correct capitalization
  - ☐ correct punctuation
  - ☐ check for complete varied sentences

TOPIC:

**African-American Women Showing Determination**SUBTOPIC  
Bessie Coleman

Bessie wanted to be a pilot

She worked two jobs to earn  
money for flight schoolShe didn't give up when  
no one in America would  
teach her to fly a planeShe went to France  
to become a pilotSUBTOPIC  
Shirley ChisholmShirley fought against gender  
and race inequalityShe joined civil rights groups  
that could affect changeShe wanted to make a bigger  
impact in civil rights so got  
elected to State Legislature  
and then US CongressShe ran for President and  
didn't stop even when she  
was treated unfairly

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

How have African-American women  
shown determination to overcome obstacles?

PREVIEW

PREVIEW

PREVIEW

How have African-American women shown determination to overcome obstacles?

Women have not been treated equally in America, and being an African-American woman adds even a harder barrier. But even with unfair treatment, there have been African-American women who have shown great determination to overcome the obstacles they have faced. Bessie Coleman was one example of a brave Black woman.

In the article, Brave Bessie, I learned that Bessie wanted to become a pilot. She worked two jobs to earn money for flight school, but then no one would teach her because she was a woman of color. She could have given up, but she didn't. Instead, according to the article, she went to France and became the first African-American female pilot. She showed that women of color can overcome their dreams, too.

Another famous figure is Shirley Chisholm. The title of the article, Political Pioneer, shared that Shirley was determined to make a difference in the lives of all people. For example, she joined civil rights groups that helped make changes for women, and also people of color. I can infer that she wanted to make a bigger impact because she ran for the State Legislature and then the Congress, and won! I learned in the article that she was the first African-American woman to become a US

Representative. In both of these positions, she fought for laws that would help end inequalities. She even ran for president, although she didn't win. She was treated unfairly and run for President but she kept going. Another woman, at one time, she didn't quit fighting. Her determination helped others to fight for themselves.

# Constructed Response Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Answers the prompt with effective reasoning on topic</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Answers the prompt mostly stays on topic</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Answers the prompt with limited development of the topic</p> <p>Provides no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Restates the prompt using key words in the introduction</p> <p>Each paragraph is effectively organized with connections and supporting details</p>	<p>Restates the prompt in the introduction</p> <p>Each paragraph is mostly organized with connections and supporting details</p>	<p>Does not restate the prompt or tie in key words from the prompt in the introduction</p> <p>Lacks organization of connections and supporting details</p>
Style	<p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Evidence-based terms used when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Handwriting is clear &amp; legible</p> <p>Minimal errors in capitalization and punctuation</p> <p>Consistent spelling</p>	<p>Handwriting is mostly legible</p> <p>A few errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>



# ASSESS LEARNING

## Core Anchor Standards: RI.1, RI.2

Duration: 15 MINUTES

Objective: Students will demonstrate understanding of main ideas and supporting details.

Material Need:

# Biplanes

Actions: We studied the relationship and tails of the distribution.

**Answers:**

What is  in s the

- ☒ b. Biplanes were early inventions used mostly in WWI and for aerobically training.

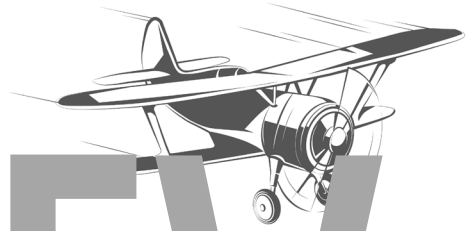
Which of these details DOES NOT support the main idea?

- a. These small planes only have one engine.
- b. The biplane was invented from the idea of a box kite.
- c. They were flown in WWI as military planes.
- d. Biplanes are good for tricks, like loop-the-loops.

## Biplanes

A biplane is an airplane with two wings- one above the other. Each wing helps to lift the plane into the air. These small planes only have one engine and have other parts for seats for flyers.

Biplanes were invented from the idea of the box kite and didn't have an engine at first. The first engine-powered aircraft was the *Wright Flyer* biplane, invented by Wilbur and Orville Wright. The longest flight the *Wright Flyer* flew was 852 feet in 59 seconds.



In the early days of longer flights, biplanes were flown the most. They were used in World War I as military planes because they were the most advanced of the plane inventions. By World War II, there were newer planes that performed better in combat, so biplanes were only used for training.

Biplanes are also used in aerobatic flying. They roll easily, making them good for tricks like loops and loops. Daredaill was the first to use an airshow. Famous pilots like Babe Paroleman and Amelia Earhart also learned how to fly in biplanes.

Answer these questions about Biplanes.

What is the main idea of the text?

- Biplanes were invented by the Wright Brothers.
- Biplanes were early inventions used mostly in WWI and for aerobatic flying.
- Biplanes only have one engine and don't stay in the air for very long.
- Biplanes have two wings, one engine, and roll easily.

Which of these details DOES NOT support the main idea?

- new airplanes only have one engine.
- the biplane was invented from the idea of a box kite.
- they were flown in WWI as military planes.
- biplanes are good for tricks, like loops and loops.

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