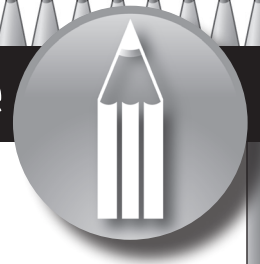




# **Grade 5 Informational Writing Guide**

## **Student Pages for Print or Projection**

### **SECTION 3: Elaboration – Detail Generating Questions**



## DETAIL-GENERATING QUESTIONS

### **WHAT DOES IT “LOOK” LIKE?**

Sound like? Feel like?

Taste like? Smell like? Seem like?

*You may need to research this!*

### **WHY IS THAT IMPORTANT?**

Why is that important to your main idea?

*You may need to research this!*

### **IS EACH DETAIL IN A SEPARATE SENTENCE?**

Separate the Grocery List!

### **DID YOU GIVE A SPECIFIC EXAMPLE?**

Avoid general language such as  
“stuff,” “things,” “nice,” etc.



# Student Page

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

## JUST OKAY...OR MUCH BETTER?

Read each pair of sentences. In one sentence the author simply states a fact. In the other, the author presents the same fact, in a much stronger way. Label each sentence, JUST OKAY if it's the bare-bones fact, or MUCH BETTER if the author fully elaborates.

1. \_\_\_\_\_ Filling a bird feeder with nutrient-rich sunflower seeds or suet helps birds who stay the winter get the food they need to survive.  
\_\_\_\_\_ In the winter it's good to feed the birds at your bird feeder.
2. \_\_\_\_\_ Compare a tree during each season to see how it changes.  
\_\_\_\_\_ Observe and photograph a tree in the spring, summer, fall, and winter to see the development of buds, blooms, and leaves.
3. \_\_\_\_\_ If you have a chicken coop you can get lots of eggs every day.  
\_\_\_\_\_ Keeping a chicken coop full of egg-laying hens requires a lot of work, but is a sure way to guarantee fresh eggs every day.
4. \_\_\_\_\_ Taking a refreshing plunge into a sparkling swimming pool or a dip in the ocean waves is the best way to cool down and have fun during the summer months.  
\_\_\_\_\_ Going swimming at the beach or pool is my absolute favorite way to spend my time during summer vacation.
5. \_\_\_\_\_ According to recent findings, at least 1,500 kids go to the hospital every year due to concussions, broken bones, and cuts and bruises caused by skateboarding without a helmet.  
\_\_\_\_\_ Lots of kids who don't wear helmets when they're out skate boarding end up getting all kinds of injuries and can even wind up in the hospital because of it.

**BONUS:** Which example would best belong in an opinion piece? \_\_\_\_\_

Circle the words that indicate the opinion language that indicates the authors point of view.



# Student Page

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

## MATCHING WHAT DOES IT LOOK LIKE? WITH WHY IS THAT IMPORTANT?

When you are using detail-generating questions, your sentences often have two parts. The first part describes what it looks like. The second part tells you why it is important. Match the first and second parts of the following sentences by drawing a line from the first part in column 1 to the second part in column 2.

### Column 1

#### What does it look like?

When exploring a cave, it's important to go with a group of others

A sturdy, well-designed helmet is a must

Another necessity is a powerful light attached to your helmet

You'll also need warm but lightweight clothing and sturdy rubber-soled boots with good traction

### Column 2

#### Why is it important?

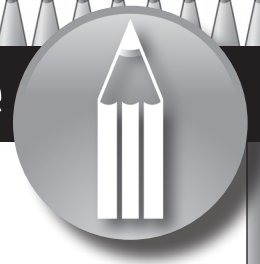
This illuminates the dark cave environment, while freeing up your hands.

You'll want to protect your head from low stone ceilings, unexpected ledges, or falling rocks.

The right clothing and footwear can keep you warm and safe in the cool, clammy air inside the cave.

This way, if there's an accident you'll have companions who can go for help.

**BONUS:** If these sentences appeared in an informational text, what would the TOPIC be? \_\_\_\_\_



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

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (1)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

**Ex.** *Bring a notebook to school.*

**Revision:** *Having a spiral-bound notebook with lined paper is a must for writing down assignments and taking notes in class.*

Detail sentence:

**Students need a backpack for school.**

Your revision:

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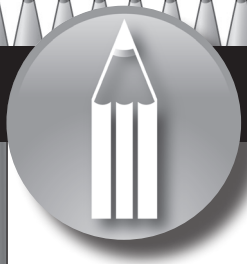
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# Student Page

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

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (2)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

**Ex.** *Raccoons have little front paws.*

**Revision:** *Raccoons have small front paws with long fingers. These nimble-fingered creatures use their paws to capture, peel, and crack open a wide variety of foods.*

Detail sentence:

**Going to the dentist is important.**

Your revision:

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Detail sentence:

**Playing a musical instrument is a good thing to do.**

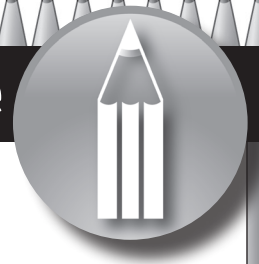
Your revision:

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

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (3)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

**Ex.** *Wear your boots out in the snow.*

**Revision:** *When heading out in the snow, pull on a pair of waterproof boots lined with lamb’s wool to keep your feet, warm, dry and comfortable.*

Detail sentence:

**A hat is a must during cold weather.**

Your revision:

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Detail sentence:

**I love to play outside in the snow.**

Your revision:

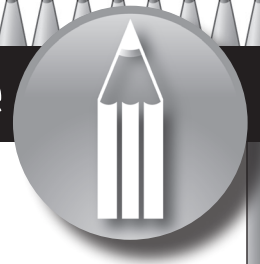
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**BONUS:** Which of these detail sentences belongs in an opinion piece? How do you know? \_\_\_\_\_



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

## FIND THE OVERLY GENERAL WORDS AND PHRASES

Read the paragraph about the mall. Look at the words in boldface print. These words are way too general and do not add to the elaboration of the piece.

The mall offers many shopping opportunities. If you like to buy **all kinds of clothes** there are a **variety of clothing stores**. **Specialty shops** offer **a range of interesting things** to create a **nice atmosphere** in your room. Many people enjoy the shoe stores where you can buy **shoes for different activities**. Shopping can work up an appetite, and the food court provides **lots of different food choices**.

Now read the revised paragraph. The author has provided **specific examples** instead of overly general words or phrases. Decide which paragraph is more powerful.

The mall offers many shopping opportunities. If you like to buy **fashionable, casual clothes** you can stop at **Abercrombie and Fitch**. Some people prefer **The Gap** for jeans, or **Express** for trendy women's wear. **Pier 1** and **India Emporium** offer everything from **large, cozy pillows**, to **unique lamps and furniture** to create a **sophisticated, worldly atmosphere** in your room. Many people enjoy the shoe stores where you can buy **dress shoes for the prom, sneakers for the gym, or leather boots** for school. Shopping can work up an appetite, and the food court provides convenience foods like **pizza and burgers**, and healthy choices such as **stir fry and salads**.





# Student Page

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

## CAN YOU GIVE A SPECIFIC EXAMPLE? (1)

When reading, it is always more interesting when the author includes specific examples.

Ex. Give a *pretty flower* to *someone special*.

This is very general. The following revision includes specific examples:

Give a *beautiful red rose* to your *mom or grandma*.

Look at the detail sentence below. It includes a general detail. Replace the general detail with some vivid, specific detail.

**Pizza is delicious with your favorite toppings.**

Your revision:

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

## CAN YOU GIVE A SPECIFIC EXAMPLE? (2)

When reading, it is always more interesting when the author includes specific examples.

Ex. *Go to the diner for a great breakfast.*

This is very general. The following revision includes specific examples:

*Go to the diner for **a Belgian waffle topped with strawberries, whipped cream, and maple syrup.***

Look at the detail sentence below. It includes a general detail. Replace the general detail with some vivid, specific detail.

**What I want most when I turn sixteen is a car.**

Your revision:

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**Many people like to vacation in a warm, tropical location.**

Your revision:

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# Student Page

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

## BREAK UP THAT GROCERY LIST! (1)

Details are always more powerful when they appear one at a time rather than grouped together in a list. Read each “grocery list” below. Then break up that grocery list by writing each detail in a separate sentence. Be sure to include what each detail “looks like” and why it is important. You can continue on the back of this page. You can use the sentence starters on the bottom of the page to help.

**Ex.** In the country you can see farmhouses, barns, cows, and open fields.

**Revision:** Large rambling farmhouses dot the landscape. Red barns stand nearby. Outside of the barns green fields stretch in all directions. Black and white cows graze peacefully in the fields.

**In the city you will see cars, taxi cabs, trucks, buses, and bicycles.**

Your revision:

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### Sentence Starters:

- The streets are crowded with \_\_\_\_\_.
- You can hear \_\_\_\_\_.
- People rush past in \_\_\_\_\_.
- City dwellers see \_\_\_\_\_.
- Along the avenue you'll spy \_\_\_\_\_.
- Pedestrians watch \_\_\_\_\_.
- Watch out for \_\_\_\_\_.
- You can't help but notice \_\_\_\_\_.
- At a red light you'll see \_\_\_\_\_.

**BONUS:** Write a broad yet distinct main idea sentence to begin your paragraph.

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

## BREAK UP THAT GROCERY LIST! (2)

Details are always more powerful when they appear one at a time rather than grouped together in a list. Read each “grocery list” below. Then break up that grocery list by writing each detail in a separate sentence. Be sure to include what each detail “looks like” and why it is important. You can continue on the back of this page. You can use the sentence starters on the bottom of the page to help.

**Ex.** At the beach, you need to bring a beach chair, umbrella, towel, and suntan lotion.

**Revision:** A lightweight, easy to carry beach chair is a must for a day at the beach.

A large umbrella provides some welcome shade. If you swim, be sure to bring a large, soft, absorbent towel for drying off after splashing in the surf. Of course, suntan lotion prevents a nasty sunburn at the end of the afternoon.

**Every home should have a first aid kit with plastic gloves, antiseptic wipes, antibacterial ointment, and band aids.**

Your revision:

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### Sentence Starters:

- Tops on your must-have list \_\_\_\_\_.
- Another essential item is \_\_\_\_\_.
- You wouldn’t want to be without \_\_\_\_\_.
- Be sure you have \_\_\_\_\_.
- Your kit should include \_\_\_\_\_.
- You’ll also want \_\_\_\_\_.

**BONUS:** Write a broad yet distinct main idea sentence to begin your paragraph.

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# Student Page

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

## BREAK UP THAT GROCERY LIST! (3)

Details are always more powerful when they appear one at a time rather than grouped together in a list. Read each “grocery list” below. Then break up that grocery list by writing each detail in a separate sentence. Be sure to include what each detail “looks like” and why it is important. You can continue on the back of this page. You can use the sentence starters on the bottom of the page to help.

**Ex.** In the school orchestra, you can play brass, woodwinds, percussion or strings.

**Revision:** In the school orchestra, you can play a bold brass instrument like the trumpet or trombone. Others prefer the reedy, mellow sounds of the flute and clarinet - both members of the woodwind family. Foot tapping, finger snapping, hand clapping people often opt for the percussion group, and play a whole range of drums and rhythm instruments. If you love the sound of the violin or cello, perhaps the string instruments are right for you!

**In middle school, you can run for student council, join the Spanish club, try out for the basketball or baseball team, join the ski club, or work on the yearbook staff.**

Your revision:

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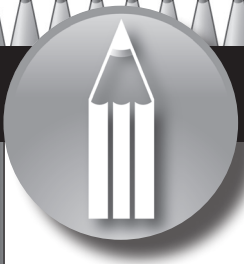
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### Sentence Starters:

- Some kids enjoy \_\_\_\_\_ .
- Others sign up for \_\_\_\_\_ .
- Many students love \_\_\_\_\_ .
- Another popular extracurricular activity is \_\_\_\_\_ .
- If you're athletic \_\_\_\_\_ .
- Why not try \_\_\_\_\_ ?
- There's also \_\_\_\_\_ .

**BONUS:** Write a broad yet distinct main idea sentence to begin your paragraph.

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# Student Page

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

## USING DETAIL-GENERATING QUESTIONS (1)

Read the paragraph below on the topic of training a dog. The author has simply listed a number of facts. None of the facts have been elaborated on in an effective way. On another paper, revise this paragraph by applying the detail-generating questions (in bold print) as indicated. You may use the sentence starters on the bottom of the page to correct the redundant sentence variety.

Your dog will be happier if he is well trained. He needs to come when he is called. He needs to be able to sit and stay. Your dog needs to let you know when he has to go outside. He needs to stay off the furniture. He shouldn't chew or scratch things.

## USE THE DETAIL-GENERATING QUESTIONS:

Your dog will be happier if he is well trained. He needs to come when he is called. (**Why is this important?**) He needs to be able to sit and stay. (**What does that look like? Why is that important?**) Your dog needs to let you know when he has to go outside. (**What does that look like? Why is that important?**) He needs to stay off the furniture and shouldn't chew or scratch things. (**Is each detail in a separate sentence? Can you give a specific example? Why is this important?**) Most important, he should know not to bite. (**Why is this important?**)

### Sentence Starters:

- A well behaved canine \_\_\_\_\_ .
- It is important for your dog to \_\_\_\_\_ .
- Another critical lesson involves \_\_\_\_\_ .
- Safe, happy dogs know \_\_\_\_\_ .
- You'll want to teach \_\_\_\_\_ .
- Be sure to instruct your pet \_\_\_\_\_ .



# Student Page

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

## USING DETAIL-GENERATING QUESTIONS (2)

Read the paragraph below on the topic of preparing for a hurricane. The author has simply listed a number of facts. None of the facts have been elaborated on in an effective way. On another paper, revise this paragraph by applying the detail-generating questions (in bold print) as indicated. You may use the sentence starters on the bottom of the page to correct the redundant sentence variety.

The key to surviving a hurricane is preparation. You should have batteries, candles, matches, and flashlights on hand. You should have a transistor radio. You should have plenty of water and food. You should board up or tape your windows. You should move the stuff in your backyard inside.

## USE THE DETAIL-GENERATING QUESTIONS:

The key to surviving a hurricane is preparation. You should have batteries, candles, matches, and flashlights on hand. (***Is each detail in a separate sentence? Separate these details. Then, about each detail, ask yourself: “What does it look like, why is that important?”***) You should have a transistor radio. (***Why is this important?***) You should have plenty of water and food. (***Can you give a specific example? Why is this important?***) You should board up or tape your windows. (***Why is this important?***) You should move the stuff (***What kind of stuff? Be specific. Tell what this stuff looks like and why it is important.***) in your backyard inside.

### Sentence Starters:

- Be sure to \_\_\_\_\_.
- Another must-have item is \_\_\_\_\_.
- Well prepared people will \_\_\_\_\_.
- Additionally, you’ll need \_\_\_\_\_.
- It is critical to have \_\_\_\_\_.
- Don’t forget \_\_\_\_\_.
- Of course, you’ll need \_\_\_\_\_.



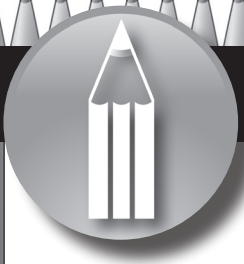


## USING DETAIL-GENERATING QUESTIONS (3)

Read the paragraph below on the topic of water recreation. The author has simply listed a number of facts. None of the facts have been elaborated on in an effective way. On another paper, revise this paragraph by applying the detail-generating questions. Also, be sure to include good sentence variety in your revision. Look for and correct redundant word choice.

One of the reasons people enjoy living near the water is the variety of recreational activities water provides. There is motor boating which is fun. There is also sail boating. You can swim, which is fun, water ski, surf, or boogie board. Snorkeling is another fun activity. Water skiing and using jet skis are more fun water activities. Some people like to go fishing or clamming.





## USING DETAIL-GENERATING QUESTIONS (4)

Read the paragraph below on the topic of healthy desserts. The author has simply listed a number of facts. None of the facts have been elaborated on in an effective way. On another paper, revise this paragraph by applying the detail-generating questions. Also, be sure to include good sentence variety in your revision. Look for and correct redundant word choice.

Dessert doesn't have to mean high calorie, high fat dishes. Dessert can be delicious and good for you, too! One good choice is fruit of all kinds. Fruit can be served with some kind of healthy topping. Sherbet or sorbet are healthy desserts because they taste good and are lower in fat than other kinds of desserts. Another good choice is a cup of cappuccino with skim milk and a plain biscuit.

### Sentence Starters:

- Most people enjoy \_\_\_\_\_.
- A healthy alternative is \_\_\_\_\_.
- Health-conscious people like \_\_\_\_\_.
- Surprisingly \_\_\_\_\_.
- Why not try \_\_\_\_\_ ?
- How about some \_\_\_\_\_ ?
- You'll love \_\_\_\_\_ .



# Student Page

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

## FLIP THE SENTENCE SUBJECT!

Read each sentence below from a paragraph on traveling. Notice the redundant sentence variety. The group of sentences reads like a “broken record”.

**There are great things to see in Europe.**

**There are a variety of activities to engage in on cruise ships.**

**There are resorts where you can play tennis and golf in South Carolina.**

One way to correct this problem is by “flipping” the sentence subject:

### INSTEAD OF

There are great things to see all across Europe.

There are a variety of activities to engage in on cruise ships.

There are resorts where you can play tennis and golf in South Carolina.

### FLIP THE SENTENCE

All across Europe there are great things to see.

On cruise ships, there are a variety of activities to engage in.

In South Carolina, there are resorts where you can play tennis and golf.

Then, identify a critical element, include a specific example - and tell “What it looks like!”

### INSTEAD OF

All across Europe there are great landmarks and things to see.

There are a variety of activities to engage in on cruise ships.

In South Carolina, there are resorts for doubles tennis or eighteen holes of golf.

### WHAT DOES IT “LOOK” LIKE?

All across Europe, there are historical quaint villages to see.

On upscale cruise ships, you can engage in aerobics, swimming - even shopping!

In beautiful Myrtle Beach, there are world-class resorts where you can play tennis and golf.

**REVISE these two sentences by flipping the subject and adding description.**

1. There are many attractions to see at Disney World.

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2. There are opportunities for appreciating wildlife at our national parks.

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## ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source material.

*Ex. In the texts Birds of Prey and Flightless Birds, we explore various types of predatory and earth-bound birds, learn to recognize the appearance and characteristics of each of these unique feathered creatures, and discover some of the ways they are specially suited to their habitats.*

- **PARAPHRASE**

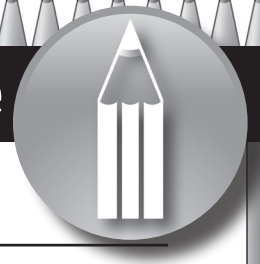
In your own words, rephrase specific details in the source material in order to support your summary.

*Ex. The author explains that ostriches have strong, powerful legs that can inflict a deadly blow.*

- **CITE THE SOURCE TEXT**

Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

*Ex. In paragraph two the author states: "Ostriches travel in herds and are formidable adversaries in a fight."*



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

## Reading and Summarizing Texts

1. Read the text Bessie Coleman - Aviator.
2. Annotate it, marking in the following: TOPIC, INTRODUCTION, MAIN IDEA BLURBS, CONCLUSION. Then fill in the summarizing framework, below:

**TOPIC:** \_\_\_\_\_

**MAIN IDEA #1:** \_\_\_\_\_

**MAIN IDEA #2:** \_\_\_\_\_

**MAIN IDEA #3:** \_\_\_\_\_

3. Finally, write a summarizing paragraph based on this framework on the lines below. Be sure to use informational verbs.

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On the back of this paper, do the same thing for the partner text Judith Resnik - Astronaut. Be sure to read, annotate, create a summarizing framework, and then create a summary paragraph using informational verbs.



# Student Page

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

## BESSIE COLEMAN - AVIATOR

The year was 1922, in an era of American history when women were deprived of most of the privileges men enjoyed. It was also a time when African Americans experienced tremendous prejudice, discrimination, and segregation. So, it is remarkable to learn that in this same year, a young African American woman named Bessie Colman fought against all odds and earned her pilot's license!

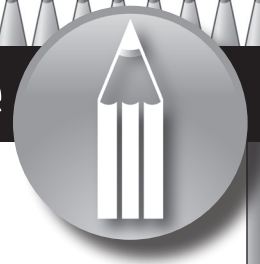
Bessie, as a girl, had high hopes despite experiencing hardship and poverty. As she grew she struggled to achieve her goal of flying,

despite the odds stacked against her. Her career was tragically short, yet impressive, and this amazing dynamo left behind a legacy for other young women to follow in her footsteps.



Bessie's younger years were difficult. She was born in Texas in 1892, the tenth of 13 siblings. Her parents were *sharecroppers*, farming land that belonged to a wealthy landowner in exchange for some of the harvested crops. Her father eventually left the family to return to Oklahoma and her mother and the children survived on their own. Still, this ambitious student managed to complete the eighth grade in a small local school. Throughout this time Bessie saved what little money she had in order to go to college. She had a strong urge to learn and to find a more challenging and exciting life for herself. As she was fond of saying, "I just want to amount to something." This hardworking, frugal girl made it to college, but after a single semester she was forced to quit when her money ran out.

Little did she know that when she set out at age twenty-three for Chicago, that it would lead to a career in aviation! Once there, she became a beautician and a manicurist. Always interested in adventure, she began reading stories of the great World War I pilots. Two of Bessie's brothers had served in the military in France and, knowing how competitive and ambitious she was, teased her about the fact that in France women could learn to fly planes. Bessie tried to find an aviation school in the United States where she could learn to fly, but



over and over again they refused to admit her. Bessie decided she would save her money and go to France to earn her pilot's license. In 1919 she finally left Chicago for France. Three years later this persistent over-achiever became the first black woman to earn a pilot's license! She returned to the U.S. and performed stunt and exhibition flights and parachuting in air shows across the country. Courageously, she only agreed to fly in performances for audiences that were desegregated. Bessie's larger goal was to start her own flight school for African Americans. She had declared, "I decided blacks should not have to experience the difficulties I had faced, so I decided to open a flying school and teach other black women to fly." She soon began saving for a plane of her own. Her dream was finally being realized!

Bessie Coleman's legacy was cut short by tragedy during the first test flight of her new plane. She and her mechanic took off, there was a malfunction, and the plane hurtled toward the earth and crashed. Bessie was thrown out of the open cockpit and fell several hundred feet to the ground. She was killed immediately. Still, even after her death, Bessie Coleman continued to influence aviation and those interested in pursuing it. A flight school for African Americans was founded in Los Angeles and named after her. Many talented pilots earned their licenses there, thanks to Bessie's dream and determination. Almost fifty years later female pilots in Chicago honored her by naming their aviation club in her memory. And in 1995 the United Postal Service featured Bessie on a commemorative stamp celebrating her achievements.

There is much to learn from Bessie's early life and ambitions, her struggle to achieve seemingly impossible goals, and the legacy she left behind at her untimely death. Generations of women of all races continue to be bolstered and inspired by the Bessie Coleman story.





# Student Page

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

## JUDITH RESNIK - ASTRONAUT

Not many people can boast having a star, an asteroid, and craters on the moon and planet Venus named after them. But these are among the many honors astronaut Judith Resnik received after her untimely death aboard the space shuttle Challenger. Throughout her early years Resnik was devoted to learning, and as a young adult she excelled at science and math. All of this culminated in her being accepted into the NASA Space Program.



Young Judith came from a family that valued learning. Born in 1949 to Jewish-Russian immigrants, this brilliant child was reading and completing math problems by the time she was in kindergarten. Her father was an optometrist and both parents encouraged their curious, high-performing daughter. Judith was a gifted student, studying Hebrew and piano. She devoted time to practicing and became a talented classical pianist by the time she was in high school. Judith didn't, however, ever express a specific interest in becoming an astronaut. At that time in history such a notion would have seemed like an impossibility.

Judith's exceptional talent in math and science eventually launched her career in high-tech aviation. Her hard work, discipline, and drive helped her to achieve a remarkable score of 800 on the math section of her high school SAT exam. This landed her a spot in Carnegie Tech where she studied electrical engineering. After graduating, this young scientist worked in missile and surface radar design before continuing post-graduate studies in engineering. While studying for her doctoral degree Judith worked as a biochemical engineer in the neurophysics lab at the National Institutes of Health. She was a high achiever, striving for excellence in all of



her academic and professional pursuits. In the late 1970's Judith's accomplishments in science and math led her to NASA. NASA made an effort to attract more women and minorities into the space program and this appealed to Judith. At the time there were over 8,000 applicants! Being a Jewish-American female, Judith was one of only 6 women to finally be accepted into the program. As a result of her diligence and focus she eventually earned a spot as an astronaut. Judith became the second female American astronaut to launch into space, following in the footsteps of astronaut Sally Ride. Through her disciplined and perfectionist approach to work and study Judith became an expert in operating a specialized mechanical arm designed to move objects outside of the space vehicle. Specialist Resnik's first flight was in 1984 aboard the space shuttle *Discovery*.

Tragically, Judith's next mission was to be her last. She was part of a surprisingly diverse crew, including African and Asian Americans, as well as elementary school teacher Christa McAuliffe, aboard the shuttle *Challenger*. Just over a minute into the launch the *Challenger* was lost due to a faulty "O" ring designed to prevent hydrogen leaks. Her father, who was always so proud of his gifted daughter's many accomplishments, watched in horror as the shuttle exploded in a fiery burst. The entire crew was killed.

Millions of viewers the world over witnessed the *Challenger* disaster. Ironically, the tragic mission raised awareness about possibilities for women's careers in space. Judith's dedication to life-long learning, her expertise in science and math, and the way she distinguished herself as an astronaut, helped pave the way for other women and minorities to pursue their dreams as explorers and scientists in orbit.





# Student Page

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

## RESEARCH SIMULATION TASK

### DISCUSSION QUESTIONS - BESSIE COLEMAN & JUDITH RESNIK

You have read two informational texts about famous women aviators, Bessie Coleman and Judith Resnik. Write an essay outlining two common traits and/or experiences that these women shared and the ways in which they have been remembered. Be sure to cite evidence from both texts.

1. Fill in the summarizing frameworks, below, for each text:

#### BESSIE COLEMAN

TOPIC: \_\_\_\_\_

MAIN IDEA #1: \_\_\_\_\_

MAIN IDEA #2: \_\_\_\_\_

MAIN IDEA #3: \_\_\_\_\_

#### JUDITH RESNIK

TOPIC: \_\_\_\_\_

MAIN IDEA #1: \_\_\_\_\_

MAIN IDEA #2: \_\_\_\_\_

MAIN IDEA #3: \_\_\_\_\_

2. What do you notice about the second main idea in each summarizing framework?

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3. What are the “givens” in the boxed assignment?

\_\_\_\_\_

4. Go back to each text. Based on your main idea “blurbs” in the margins, circle the “early years” paragraphs in yellow, the “aviation careers” paragraphs in pink, the “tragic accident” paragraphs in orange.

5. Create a summarizing framework for this essay:

**TOPIC:** \_\_\_\_\_

**MAIN IDEA #1:** \_\_\_\_\_

**MAIN IDEA #2:** \_\_\_\_\_

**MAIN IDEA #3:** \_\_\_\_\_

6. Based on your summarizing framework and the assignment, write a topic sentence for your essay and both main idea sentences:

**Topic Sentence:** \_\_\_\_\_

**Main Idea Sentence #1:** \_\_\_\_\_

**Main Idea Sentence #2:** \_\_\_\_\_

**Main Idea Sentence #3:** \_\_\_\_\_

7. Go back to both texts. Underline evidence of their commitment to education in green, their persistence and perseverance in red, and the tragic influence in blue. Then, use the Grid, p. 300, to organize and list your evidence to support each main idea.

**BONUS:** Go back to each source and circle the word referents the authors refer to Bessie and Judith.

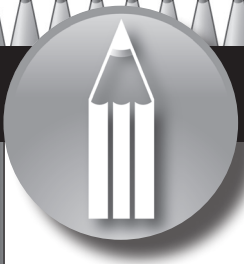


# Student Page

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## COMPARISON GRID

|                             | BESSIE COLEMAN | JUDITH RESNIK |
|-----------------------------|----------------|---------------|
| Valued Education            |                |               |
| Persistence<br>Perseverance |                |               |
| Influence/<br>Tragic Deaths |                |               |



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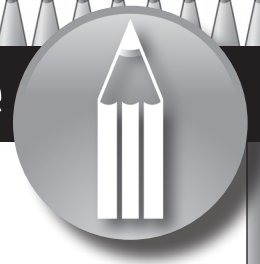
EXEMPLAR TEXT

## BESSIE COLEMAN AND JUDITH RESNIK

In these articles we learn that Bessie Coleman and Judith Resnik were famous American female aviators who shared a passion for learning, a spirit of persistence and perseverance, and influenced the future of aviation through their tragic deaths. Despite their very different backgrounds, and the different historical periods in which they lived, each of them helped pave the way for women in aviation.

Both authors outline how these hardworking women had a passion for education and learning. We learn that despite growing up in poverty, Bessie Coleman “was an ambitious student who completed the eighth grade in a small local school.” Further evidence of Bessie’s passion for education is the fact that she “saved what little money she had in order to go to college.” Bessie is quoted as saying, “I just want to amount to something.” Judith Resnik shared Bessie’s love of learning. We discover in the text that by the time she was in kindergarten “she was reading and doing math problems.” Judith also made the most of her education and was lucky enough to study Hebrew and piano. In the article we learn that by the time Judith was in high school she’d become a talented classical pianist.

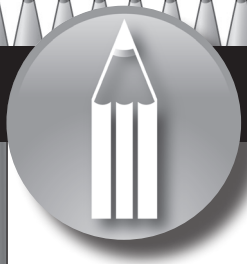
Without a spirit of persistence and perseverance neither Bessie nor Judith could have accomplished her goals. The author outlines how Bessie went to Chicago, became a beautician and a manicurist in order to save money for her dream of becoming a pilot. She also read many books on the great pilots of World War I. Additionally we learn that, though Bessie was turned away from many American flight schools, she persisted and persevered, saving her money to go to France to earn her license. Clearly, the evidence the author shares shows that when Bessie set her mind to something she found a way to accomplish it. She also stuck to her guns when “she only agreed to fly in performances for audiences that were desegregated.” In the article on Judith we see that although she didn’t have to



fight and save to get her education, she persisted in excelling through college and beyond, finally earning her doctoral degree. The author outlines the many complicated jobs that Judith performed while continuing her education. These included working with missile and radar design, and working as a biochemical engineer in the neurophysics lab at the National Institutes of Health. It must have taken a lot of energy, focus, and willpower to work and go to college in this way.

Sadly, both women's careers in aviation ended tragically, but their influence was huge. I was shocked to read that the plane Bessie saved for and finally bought crashed on its test flight and that she was "thrown out of the open cockpit and fell several hundred feet to her death." Equally sad was the fact that Judith Resnik, after becoming NASA's second female astronaut, was killed on her second mission when the Space Shuttle Challenger blew up. The author explains how Judith's father "watched in horror as the shuttle exploded in flames." Despite these tragic accidents, both Bessie and Judith "paved the way" for women aviators. Both their names will be remembered for a long time because of the ways they were honored. We discover that Bessie had a flight school in Los Angeles named after her, as well as a women's flight club in Chicago. Most impressively, in 1995 there was "a commemorative stamp in her honor." Likewise, in the article on Judith Resnik, the author includes this amazing fact in the introduction: "Not many people can boast having a star, an asteroid, and craters on the moon and planet Venus named after them. But these are among the many honors astronaut Judith Resnik received after her untimely death aboard the space shuttle Challenger."

Without a doubt, both authors illustrated how these smart, brave, persistent women made it easier for generations of women after them to pursue their dreams of aviation and space. They are certainly an inspiration to me!



# Student Page

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## PARAPHRASE IT!

When writing a response to text or when using researched material in a report or an essay, it's important not to take another author's words and use them as your own. That is called plagiarism. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called paraphrasing.

Read each sentence below from the text Twister. On another paper, *paraphrase* each sentence in your own words. Use sentence starters and replace underlined words or phrases with word referents. Then, try "flipping the sentence." Note that when you flip the sentence, the sentence starters appear at the end.

**Ex.** Generations of kids and teens have laughed themselves into knots playing the hilarious game of "Twister" at parties of all kinds.

*In the article, we read about how thousands of kids of all ages enjoyed getting tangled up in the rollicking party game called "Twister" on special occasions.*

Underline the sentence starter and circle each word referent used for the underlined key words. Notice how the writer "flipped the sentence," below:

*For decades, kids attending everything from grade school sleepovers to sweet sixteen parties have been crazy about the zany game known as "Twister" on special occasions, according to this article.*

1. The Twister game board is a large plastic mat with six rows of brightly colored polka dots on which players must place their hands or feet.
2. Twister participants are challenged by having to reach over, under, around and through the hands, arms, feet, and legs of the other players in order to cover the designated circle.
3. The hilarious part of Twister is to see how long you can continue to move your hands and feet as directed without toppling over.

(continued)



4. The game was originally called “Pretzel” before it was sold to the renowned toymaker Milton Bradley who released it as “Twister.”

## SENTENCE STARTERS

- The author discusses \_\_\_\_\_ .
- In the article we learn that \_\_\_\_\_ .
- The text explains the way \_\_\_\_\_ .
- It was interesting to learn how \_\_\_\_\_ .
- Reading the piece, I discovered that \_\_\_\_\_ .
- The writer outlines \_\_\_\_\_ .
- The reader learns that \_\_\_\_\_ .
- This informational piece examines \_\_\_\_\_ .
- In this article we discover \_\_\_\_\_ .
- According to this article \_\_\_\_\_ .
- Based on this text \_\_\_\_\_ .

**BONUS:** Select several sentences from a textbook, magazine article, or nonfiction book and paraphrase them using these techniques.





# Student Page

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## MORE PARAPHRASING!

Read these sentences from an article titled The Woman on the Twenty Dollar Bill. Imagine that you are writing a report about Harriet Tubman and want to use this information. Paraphrase each sentence. Use word referents for the underlined words and the Citing Sentence Starters to help you. You might also flip the sentence subject!

1. As a child born into slavery, Harriet Tubman watched many of her nine siblings sold and shipped away.  
\_\_\_\_\_  
\_\_\_\_\_
2. When Harriet was just thirteen she was struck in the head for disobeying her master, which caused life-long pain and seizures.  
\_\_\_\_\_  
\_\_\_\_\_
3. She escaped and made her way north to Philadelphia, only to return thirteen times to bring relatives to safety.  
\_\_\_\_\_  
\_\_\_\_\_
4. Harriet became an expert guide, evading slave hunters, leading many to freedom, and assisting the Union army as a spy and a scout.  
\_\_\_\_\_  
\_\_\_\_\_
5. Ms. Tubman spent all of her life helping those less fortunate and was recently commemorated by having her likeness on the twenty dollar bill.  
\_\_\_\_\_  
\_\_\_\_\_

### CITING SENTENCE STARTERS

The author points out that\_\_\_\_\_. The text explains\_\_\_\_\_. In the article we learn that\_\_\_\_\_.

The reader discovers that\_\_\_\_\_. It is interesting to note that\_\_\_\_\_. The author shows how\_\_\_\_\_.

I learned in the text that\_\_\_\_\_. The author explains how\_\_\_\_\_. The text includes the fact that\_\_\_\_\_.





## Teacher Background: Citing Source

In responding to text in writing one powerful form of supporting detail is the *citation* - citing the author's exact words from the source text, using quotation marks. In addition, the student author brings more credence to this citation by referencing where the quote came from.

**Ex.** In paragraph three the author explains: "Ever since humans have been traveling in outer space they've left behind debris of all kinds."

Notice how this writer began the citation by identifying where it appeared in the source text and used an informational verb (explains) followed by a comma and then the quote containing the author's words, verbatim. The same thing could have been worded as follows, beginning with the quote and ending by identifying where that quote was found.

**Ex.** "Ever since humans have been traveling in outer space they've left behind debris of all kinds," explains the author in paragraph three.

In order for students to feel comfortable citing from the text, it's helpful to provide opportunities in which this skill can be practiced in isolation, before asking them to cite in the context of a longer essay. In the lesson that follows students will become familiar with this technique, including the proper use of quotation marks, and gaining facility with the use of informational verbs.



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

## GIVING THE AUTHOR CREDIT (1)

Eva's teacher asked the class to write a response to text essay about the article titled Venomous Snakes vs. Constrictors. Eva read the article and summarized the author's important points – but she forgot one important step! She used the author's exact words without citing them! Reread Venomous Snakes vs. Constrictors and the following sentences from Eva's response. Skim and scan to locate the sentence in the text. Then REVISE each sentence, using quotation marks to enclose the author's exact words and an informational verb to help explain where the quote can be found in the text.

**Ex. The head of a constrictor is slightly rounded, just a bit wider than the rest of its body.**

*In paragraph two the author describes one physical characteristic of a constrictor: "The head of a constrictor is slightly rounded, just a bit wider than the rest of its body."*

1. Both hunt and eat animals; both swallow their food whole.

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2. Another similarity is that both strike quickly and prey mostly on rodents.

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3. There are also species of venomous snakes and constrictors living in the African jungles, the Australian bush, and in marine environments around the world.

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### Citing Sentence Starters with Informational Verbs:

- In paragraph \_\_\_\_\_ the author states: " \_\_\_\_\_ ."
- In the introduction the author informs us that: " \_\_\_\_\_ ."
- In the article the author explains: " \_\_\_\_\_ ."

**Bonus:** Substitute a different *Informational Verb* for the one given:

- divulges
- shares
- asserts
- maintains
- says
- tells us



# Student Page

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## GIVING THE AUTHOR CREDIT (2)

Read each sentence, below from the text, Masters of Disguise. Skim and scan to locate each sentence in the text, then REVISE as a citation, using quotation marks and a citing sentence starter to show where the citation can be found in the text.

1. Camouflage helps wildlife blend in with the environment.

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2. Stripes or spots tend to blur the outline of the creature, making them harder to see.

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3. It makes sense that in wooded or desert habitats many creatures will be brown or gray in color.

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### Citing Sentence Starters with Informational Verbs

- In the section titled “Going Undercover” \_\_\_\_\_ the author states: “ \_\_\_\_\_ .”
- Later in the article the author maintains that: “ \_\_\_\_\_ .”
- When describing the ways animals camouflage themselves author tells us: “ \_\_\_\_\_ .”

**Bonus:** Substitute a different *Informational Verb* for the one given:

- divulges
- shares
- asserts
- informs
- says
- explains