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Reading

► Read the selection and answer each question.

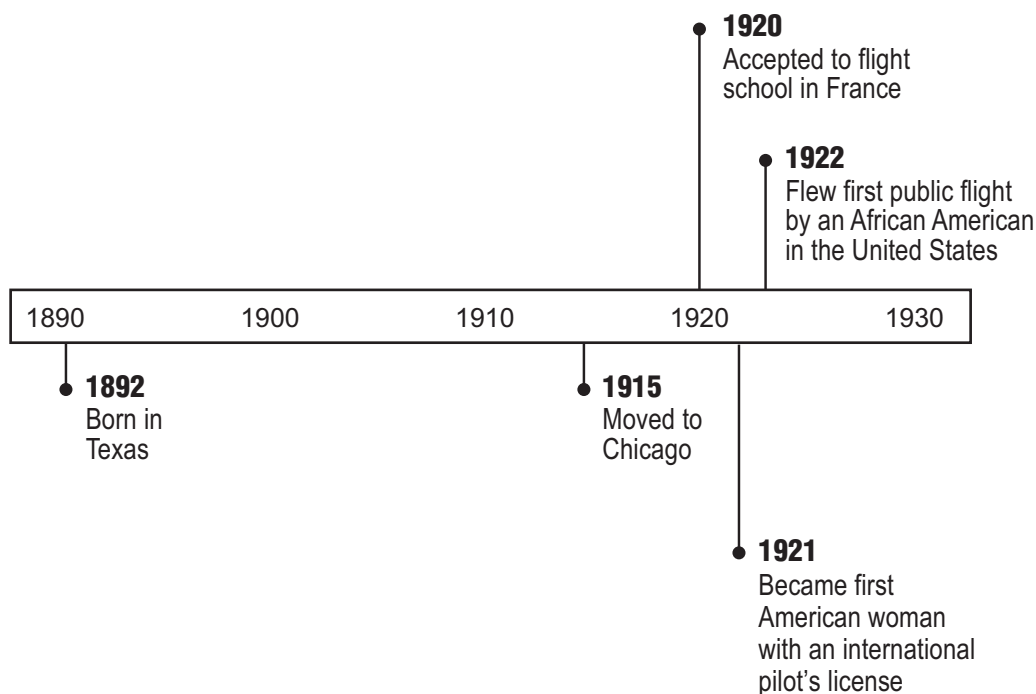
“Brave Bessie” Coleman

- ¹ Bessie Coleman had a dream. She wanted to be an airplane pilot. But two big things stood in her way—she was a woman, and she was African American.
- ² Coleman was born in 1892 in Texas. She was one of thirteen children. Her family was very poor. Coleman went to school in a one-room schoolhouse. After she finished high school, she worked and saved her money so that she could continue in school. She went to a college in Oklahoma, but she had to leave after less than a year. She did not have enough money to pay for her classes.
- ³ In 1915 Coleman moved to Chicago. She lived with her brothers and went to beauty school. World War I had begun in Europe the year before. While in Chicago, Coleman listened to stories about pilots who had fought in the war. She fell in love with airplanes. She read every book she could find about airplanes and flying.
- ⁴ Her brother John had been a soldier in the war. He said Coleman would never fly. Coleman was different than pilots in the United States. In the United States, most pilots were men, and Coleman was a woman. Also, most pilots were not African American, and Coleman was African American. She could not find a school that would teach her to fly.
- ⁵ Coleman refused to give up her dream. She found a way to tackle her problem. She learned that she could get a pilot’s license in France. Having a license allows someone to do something. She needed a license if she wanted to learn to fly a plane.
- ⁶ France was not like the United States. Unlike the United States, France had many female pilots. Also, flight schools in France were less worried about race than flight schools in the United States. Flight schools in the United States would not accept an African American woman as a student. However, flight schools in France would.
- ⁷ Coleman learned to speak French, saved her money, and moved to Paris. In 1921 she became the first American woman and first African American in the world to get a pilot’s license. Bessie Coleman could now fly planes.

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- ⁸ Coleman returned to America. She spoke to people all over the country about flying and encouraged them to learn to fly. She also bought her own plane and flew in air shows where she amazed and delighted crowds by doing tricks like loops and rolls. After her shows, people would ask for her autograph. She would sign her name for them.
- ⁹ Coleman did not let the color of her skin or the fact that she was a woman stand in her way. She worked hard to reach her goals. Today, her life continues to encourage everyone who dares to dream.

A Timeline of Bessie Coleman's Life



- 1** Which sentence best states the central idea of paragraph 3?
- (A) *In 1915 Coleman moved to Chicago.*
 - (B) *She lived with her brothers and went to beauty school.*
 - (C) *World War I had begun in Europe the year before.*
 - (D) *She fell in love with airplanes.*

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- 2 Why does the author use comparison and contrast structure in paragraph 4?
- Ⓐ to show how Coleman was different from other pilots
 - Ⓑ to explain what caused Coleman to want to be a pilot
 - Ⓒ to show how Coleman solved her problem of becoming a pilot
 - Ⓓ to explain what steps Coleman took when trying to become a pilot

- 3 Read the sentence from paragraph 5 of the biography.

She found a way to tackle her problem.

Now read the dictionary entry.

tackle ('ta-kəl) *verb* **1.** to push someone to the ground **2.** to ask questions in a tough way **3.** to begin to solve **4.** to put a rope on a horse

Which definition best matches the way tackle is used above?

- Ⓐ definition 1
 - Ⓑ definition 2
 - Ⓒ definition 3
 - Ⓓ definition 4
- 4 Paragraph 6 uses comparison and contrast structure. Which **two** words in the paragraph are clues to this text structure?
- Ⓐ *Unlike*
 - Ⓑ *Also*
 - Ⓒ *were*
 - Ⓓ *about*
 - Ⓔ *However*

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5 Read the sentence from paragraph 8.

After her shows, people would ask for her autograph.

Think about the Greek root *graph*. What is the meaning of autograph above?

- Ⓐ a person's plans for what to do next
- Ⓑ a person's writing of his or her own name
- Ⓒ a person's items used during an important event
- Ⓓ a person's thoughts about how he or she is doing

6 What does the timeline help readers understand?

- Ⓐ who was important to Coleman's life
- Ⓑ the number of flights Coleman took during school
- Ⓒ when important events happened in Coleman's life
- Ⓓ how Coleman became better known than other pilots

7 What is the central idea of the biography? Use details from the biography to support your answer.

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Writing

► Read the selection and choose the best answer to each question.

Nala wrote a story about feeding fish in a pond. Read the story and look for any changes she should make. When you finish reading, answer the questions that follow.

Feeding the Fish

(1) I went to a park last weekend and stopped at a pond with many fish in it.

(2) The fish were different sizes and colors. (3) There was an orange fish that was the longer of all the fish. (4) There were also black, blue, and yellow fish of many sizes.

(5) The fish were much bright than the dark water.

(6) I dropped fish food in between a blue fish and a black fish. (7) The blue fish swam to the food more eagerly than the black fish. (8) The blue fish got to eat the most food.

(9) I hope to visit the fish in the pond again.

1 What change should be made in sentence 3?

- Ⓐ Change *longer* to **long**.
- Ⓑ Change *longer* to **longest**.
- Ⓒ Change *longer* to **most longest**.
- Ⓓ No change is needed.

2 What change should be made in sentence 5?

- Ⓐ Change *bright* to **brightly**.
- Ⓑ Change *bright* to **brighter**.
- Ⓒ Change *dark* to **darkest**.
- Ⓓ Change *dark* to **darkly**.

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- 3 What is the correct way to write sentence 7?
- Ⓐ The blue fish swam to the food eagerer than the black fish.
 - Ⓑ The blue fish swam to the food eagerly than the black fish.
 - Ⓒ The blue fish swam to the food most eagerly than the black fish.
 - Ⓓ No change is needed.

Answer Key: Module 8, Week 1 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	D	M8W1: Comprehension: Central Idea	2
2	A	M8W1: Comprehension: Text Structure	2
3	C	M8W1: Vocabulary Strategy: Reference Sources: Dictionary/Glossary	2
4	A, E	M8W1: Comprehension: Text Structure	1
5	B	M8W1: Generative Vocabulary: Greek Word Root <i>graph</i> and Suffix <i>-logy</i>	2
6	C	M8W1: Comprehension: Text and Graphic Features	2
7	See rubric on p. R1.	M8W1: Comprehension: Central Idea	2
	Sample two-point response: Bessie Coleman worked hard to reach her goal of being a pilot. Coleman had a hard time finding a flight school that would take her because she was an African American woman. Coleman went to flight school in France, but she had to save her money and learn French before she could go.		
WRITING			
1	B	M8W1: Grammar: Making Comparisons	1
2	B	M8W1: Grammar: Making Comparisons	2
3	D	M8W1: Grammar: Making Comparisons	1

Constructed-Response Rubric

Points	Description
2	2 points <ul style="list-style-type: none">• Response gives a complete and correct explanation of, or answer to, the question.• Response includes clear and specific explanations, interpretations, or opinions based on an accurate understanding of the text.• Response is supported with details from the text.
1	1 point <ul style="list-style-type: none">• Response gives a partially complete and correct explanation of, or answer to, the question.• Response attempts to include explanations, interpretations, or opinions, but they may be unclear and show a limited understanding of the text.• Response is supported with limited details (in quantity or quality) from the text.
0	0 points <ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.