

***Almost Astronauts:***  
***13 Women Who Dared to Dream***

By Tanya Lee Stone

Grades 5 and up

**Anchor Standards Reading**

**Key Ideas and Details**

- Make inferences about the expectations of men and women during the time frame of the book and cite evidence from the text that supports the inference.
  - State the central idea of the book and explain how the idea is developed and the changes that showed or traced it.
  - Explain how the deeds and interactions of the thirteen women contributed to women being admitted into the astronaut program.
- **CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

- Find examples of ways the author uses words and phrases to set the tone of the times in regard to women in the space program
  - Locate passages in the text that change the narrative flow and add another dimension to the text, and then explain their use.
  - From whose point of view is the story told and how would it differ if told from the Mercury 7 men astronauts' point of view?
- **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

- How do the photographs show differences in the times compared to today? Find visual elements or oral presentations made of or by women in today's space program and use them to explain the differences between the early years and now.
  - The author presents the argument that women were discriminated against entering the space program yet were as able as the men. What evidence is shown that makes this point valid and how does she prove it?
  - Read another book relating to the early space program and the place of women in the 1950s, 1960s, and 1970s. Compare it to this book.
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
  - **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **Anchor Standards Writing**

### **Research to Build and Present Knowledge**

- Ask questions after reading the book that would lead to further research and writing about a central theme or idea from the book.
  - Why would a reader feel confident about using this book as a resource? Compare the ideas with another source.
  - Analyze the purpose of this book and give examples from it that supports that idea. What are some specific examples of evidence would show the accuracy of research on this topic?
- **CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - **CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Anchor Standards Language

### Vocabulary Acquisition and Use

- Identify vocabulary from the book that relates to the space program and explain how context supports understanding of those words. Find examples of words that are better explained by looking them up in a reference book.
  - Locate specific instances in the book that use figurative language or a passage in which the words rely or depend on their relationship. Find a place where using a less specific word makes a difference in the flow of the text.
  - What part does the subject-specific vocabulary play in the text and overall feel of the book?
- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Reading: Informational Text

### Key Ideas and Details

- Explain a passage, section of the chapter, or chapter, and support that explanation or inferences that can be made with specific examples from the text.
  - **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - **CCSS.ELA-Literacy.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Identify the main idea of the book or summarize it. Locate several specific or key details that support the main idea or summary. How is the theme or idea developed throughout the book?

**CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- **CCSS.ELA-Literacy.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - Use an example of an anecdote or dialogue from the book to show a character, an idea, or an event. Analyze the way the author links a series of ideas and use examples from the book to show how the connections are made.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **CCSS.ELA-Literacy.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **CCSS.ELA-Literacy.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## **Craft and Structure**

- Cite examples of technical words or phrases and explain them and then show how they affect the meaning, information, or tone of the book.
- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **CCSS.ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **CCSS.ELA-Literacy.RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - How does the structure of the book contribute to the book’s impact? Then read Stone’s poems about the women (found on the author’s website: <http://www.tanyastone.com/assets/files/pdfs/Almost%20Astronauts%20Bonus%20Material.pdf>). Compare and contrast the two ways of showing the people involved and give specific examples of how the author does that.
- **CCSS.ELA-Literacy.RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **CCSS.ELA-Literacy.RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **CCSS.ELA-Literacy.RI.9-10.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - How does the author show her point of view on this topic? What evidence from the text supports or explains this view?
- **CCSS.ELA-Literacy.RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **CCSS.ELA-Literacy.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### **Integration of Knowledge and Ideas**

- Look up information on the early days of astronauts in another media and use that information to trace the events depicted in the book. Find an example of a detail or anecdote that differs.
- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-Literacy.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **CCSS.ELA-Literacy.RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **CCSS.ELA-Literacy.RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- **CCSS.ELA-Literacy.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
  - Use a second source and compare and contrast the authors’ style and presentation between the two sources.
- **CCSS.ELA-Literacy.RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **English Language Arts**

main idea  
 inference  
 key details  
 narrative nonfiction  
 how style contributes to book’s information  
 point of view  
 account of a subject  
 coherent understanding of a topic  
 text features  
 key words and phrases  
 integrating knowledge and ideas  
 compare and contrast

### **Topics**

space and space program  
 history  
 women’s rights  
 equality and inequality  
 human impacts on the world  
 use of technology  
 changing technology  
 engineering design