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Georgia Standards of Excellence

ELAGSE6RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

THEME: Finding the Past

1 Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Discuss with students how an author introduces an idea, event, or individual in a text and then uses examples and anecdotes to illustrate or elaborate on the idea, event, or individual. Remind students to closely read the text to understand the purpose of the examples and anecdotes that the author uses. Have students analyze how key relationships and details are connected.

ELAGSE6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

9 Analyzing Key Relationships and Details

1 Introduction THEME: Finding the Past

Informational texts often describe an individual, event, or idea. Authors introduce and develop their topics in a variety of ways. They may state their key ideas at the beginning and then elaborate and illustrate them through **examples**. They may use **anecdotes**, or stories, to personalize the text. They may begin with a **conclusion**, or result, as in a report of a scientific experiment, and then describe in detail the steps that led to that result.

Look at the illustration.

The teacher is talking about the subject of the environment. Fill in the web to show examples from the cartoon that elaborate on this idea.

- Recycling is good for the environment.
- It reduces garbage in landfills.
- It cuts down water pollution.
- It preserves natural resources.

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2 Focused Instruction

Title: Why Our National Historic Landmarks Should Be Preserved

Genre: Nonfiction: Blog

Lexile® Measure: 1010L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

heritage, landmark, preservation, significance

2 Focused Instruction Lesson 9

Read the first part of the blog. Then answer the questions.

Sections BLOG The Morning Sun

Posted by NHL256 at 1:15 PM

Monday, November 2, 2015

Why Our National Historic Landmarks Should Be Preserved

1 Today's blog focuses on an important topic: National Historic Landmarks and why they should be preserved. "What is a National Historic Landmark?" you might wonder. A landmark is a structure or site identified and preserved because of its historical significance. The secretary of the interior designates a landmark as nationally historic if it possesses exceptional value in illustrating the heritage of the United States. Approximately 2,500 such sites meet this high standard.

2 Here in New York, we have our share of National Historic Landmarks. In fact, New York, Pennsylvania, and Massachusetts account for nearly 25 percent of our nation's historic landmarks. Many of New York's are located in New York City. They include famous buildings like the Empire State Building, which you might be surprised to learn only acquired landmark status in 1986. Also in that year, the USS Intrepid, an aircraft carrier built during World War II, gained landmark rank. Central Park, a large park in the middle of Manhattan, was granted status in 1963. Grand Central Terminal, one of the busiest train stations in the country, became a landmark in 1976.

3 However, in addition to these Manhattan landmarks, we also have many lesser-known landmarks scattered across our vast state. Each is significant in its own way and deserving of preservation. Some might be familiar, while others will probably surprise you!

Print Share f t p v

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2 Focused Instruction Lesson 9

Think About It

How does the author use examples to elaborate on ideas? First, determine what the passage is about.

What is the central idea of the blog?
The central idea is National Historic Landmarks, and why they should be preserved.

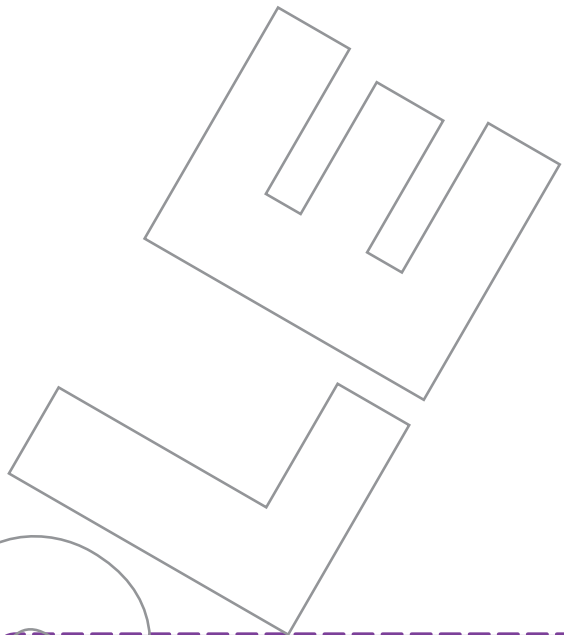
How does the author introduce this idea?
In the first paragraph, the author gives the topic, defines landmarks, describes what types of structures are landmarks, says who designates sites as landmarks, and tells how many National Historic Landmarks there are in the United States.

In paragraph 2, how do you know that the author uses examples instead of anecdotes?
I know because the author names different landmarks. If the author had used anecdotes, he would have used stories.

What are some landmarks in paragraph 2 that the author uses as examples?
The author uses the Empire State Building, the USS Intrepid, Central Park, and Grand Central Terminal as examples.

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ELL Support

Discuss the words *history*, *historic*, and *historical* and their usage with students. Have students discuss historic places and historical events that are important to their own culture.

2 Focused Instruction Lesson 9

Continue reading the article. Then answer the questions.

4 Let me focus on one landmark in particular: Playland Amusement Park in Rye, New York. Now, an amusement park being a National Historic Landmark might surprise you, but this park has special significance. Playland opened in 1928 along the waterfront in Rye. This amusement park was specially planned to accommodate automobiles, which was a new concept more than 85 years ago. The park was built using the popular design style called Art Deco, using vibrant colors, bold geometric shapes, and extravagant ornamentation.

5 The mascot of Playland is the Dragon Roller Coaster, a wooden roller coaster designed by my great-uncle, Frederick Church. This coaster has remained a top attraction since opening day. I have taken hundreds of rides on it, and the train's dip into the mouth of a dragon still gives me chills. Now that the coaster is a National Historic Landmark, I hope it will continue giving riders chills throughout the 21st century.

6 I remember that February in 1987 when Playland was granted status. In the statement of significance, it was said that several original amusement park rides, including the Dragon, "still operate and are of major individual significance because of their rarity."

7 Preserving our National Historic Landmarks is vitally important. The US government recognizes the importance of preserving our cultural heritage. We need to continue to preserve, protect, and promote our landmarks. Do you have a favorite memory of a national landmark? Please post your remarks in the comment section below.

Please Sign In to Comment

Comment Section 15 Comments

▼ Newest First

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A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

A CLOSER LOOK

Circle a sentence in the last paragraph that surfs up the main topic of the whole blog.

Speaking/Listening Activity

Have students discuss historic places in their area that should be preserved. Have students explain what they know about the historic site and why they believe it should be preserved.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

2 Focused Instruction Lesson 9

How does the author get you to connect with what he is saying?

What details describe Playland?

What sentence is part of an anecdote in the blog?

The descriptions of Playland Amusement Park in this section mainly give a picture of _____

DISCUSS IT
Think about how the anecdotes in the blog add to the reader's understanding of the main idea. Turn to a partner and discuss how the blog would have been different without the anecdotes.

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3 Guided Practice

Title: Discover History and Historic Preservation in the National Park Service

Genre: Nonfiction: Website

Lexile® Measure: 1300L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

3 Guided Practice Lesson 9

Read the website. Then answer the questions.

National Park Service

Home Find a Park Discover History Visit CONTACT

Discover History and Historic Preservation in the National Park Service

A CLOSER LOOK
In paragraph 1, the author introduces the topic by discussing stories. In this paragraph, underline examples of where these stories can be found.

1 Stories of America's diverse places and people are everywhere. Our stories are found across the landscapes of our nation, in more than 400 national parks, in National Heritage Areas, along historic trails and waterways, and in every neighborhood.

2 The National Park Service invites you to discover American history in all its diversity, from ancient archeological places to the homes of poets and presidents to the sobering stories of Civil War soldiers and civilians to the legacy of a courageous woman who refused to give up her seat on a bus. Our history is part of who we were, who we are, and who we will be.

Coso Rock Art

3 The Coso Rock Art District, a National Historic Landmark deep in the US Navy's testing station at China Lake, contains one of America's most impressive petroglyphic and archeological complexes. The 20,000 images already documented surpass in number most other collections, and the archeological resources are remarkably undisturbed.

4 Coso rock art has become famous for its stylized representational symbolic system, a system that has intrigued and baffled archeologists and observers for decades.

5 Recent research at this California desert location has begun to illuminate the long history of the people here and the meanings they inscribed in stone. It also underscores the value of America's endangered cultural resources.

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Vocabulary

district, diverse, sobering, surpass

3 Guided Practice Lesson 9

Paul Laurence Dunbar House
 Paul Laurence Dunbar (1872–1906) was one of the first African American poets to receive national acclaim. His home, a modest two-story red brick building with nine rooms, was designated a National Historic Landmark in 1966. The surrounding Dunbar Historic District, named after the poet and author, was listed in the National Register of Historic Places on June 30, 1980. Dunbar wrote many of his works while living in Dayton.

Home | Find a Park | Discover History | Visit | Contact | Site Map

What do the examples have in common?

- 1 What is the purpose of the examples in paragraph 2?
 - A They describe the National Park Service's cultural resource programs.
 - B They support the idea that the National Park Service offers history lessons about the diversity of America.**
 - C They provide stories about America's diverse places and people.
 - D They emphasize the contributions of minorities in American history.

Why is this artwork significant and worthy of preservation?

- 2 How does the author develop his point about Coso rock art?
 - A He explains why tourists should visit China Lake.
 - B He underscores why the symbols have supernatural powers.
 - C He advises against further research in the Coso region.**
 - D He discusses the impressive number of images and how they provide a window into a past culture.

How might a story help you understand the topic?

- 3 How might an anecdote about Paul Laurence Dunbar contribute to the final paragraph?

The author might have written an anecdote about Paul Laurence Dunbar to share something personal about his life and entice readers to learn more about him by visiting his house. By including a personal story about him, the writer might connect readers with a history that they might want to further explore.

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Media/Research Activity

Have students use Internet and library resources to discover more about a National Historic Landmark, National Park, or site on the National Register of Historic Places of their choosing. Have students report their findings to the class.

4 Independent Practice Lesson 9

Read the passage. Then answer the questions.

Times Journal EDITORIAL F

Should All Landmarks Be Preserved? No!

- 1 Your August 12 news item informing readers that the Blue Streak Roller Coaster might be declared a National Historic Landmark spurred me to express my viewpoint. Let me state that I enjoy roller coasters as much as other enthusiasts. However, am I the only one who thinks that this idea is outrageous?
- 2 Why should our town spend precious funds preserving a rickety wooden roller coaster? In today's economic climate, don't we have better things to spend our money on than restoring a historic ride? The article mentioned that amusement park trustees have just kicked off a fundraising campaign. They anticipate that donations will pour in to finance the \$150,000 necessary to fully repair and restore the Blue Streak.
- 3 What is wrong with this picture? Our town library is drastically cutting back hours, our local humane society is antiquated, and the trees on Elm Street are infected with bark beetles. Shouldn't our community be organizing fundraisers to deal with these urgent problems? Which do you think is most important?

4 In fact, I propose that we immediately halt all preservation of landmarks. Preservation efforts have many negative effects on our community. Imagine that an old building in your neighborhood is scheduled for destruction. In its place, a modern apartment building is planned. The new structure will create construction jobs, spur economic growth, keep housing costs from rising, offer affordable rentals, and provide a safer, contemporary structure.

5 What might happen to our community if this trend toward landmark preservation continues? Property owners will be required to restore buildings to their "historic" appearance. Routine maintenance and simple repairs will be costly and create hardship. Preserving historic buildings does not make economic sense for us.

6 Furthermore, if a cluster of buildings is labeled landmarks, they will be preserved for eternity. Who wants to live in a community that resembles a museum? Will our buildings be displayed with a "look but don't touch" attitude? I ask, is this a place where you would want to reside? Then stop the preservation of landmarks before this scenario becomes a reality!

—by Travis Garcia

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4 Independent Practice

Title: Should All Landmarks Be Preserved? No!

Genre: Nonfiction: Newspaper Editorial

Lexile® Measure: 1130L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

antiquated, contemporary, enthusiasts, spurred, trustees

Writing Activity

Have students write their own response to the question, "should all landmarks be preserved?"

4 Independent Practice
Answer Analysis

1 PART A Choice A is correct. The author uses this example to introduce his larger point that landmark preservation needs to be halted. Choice B is incorrect because the author does not persuade property owners to restore historic buildings. The author opposes doing this. Choice C is incorrect. The author mentions this information only to illustrate his opinion. Choice D is incorrect because this detail is not supported in the passage.

PART B Answers should explain that the author does not think that landmarks should be preserved. He thinks that it is outrageous that the Blue Streak Roller Coaster will be restored.

2 Choice B is correct. The author protests that funds are being raised to make a roller coaster a National Historic Landmark. He would prefer that other causes get the funding. Choice A is incorrect. Paragraph 3 mentions the trees on Elm Street, but this detail doesn't support the main idea. Choice C is incorrect because this detail is about the proliferation of National Historic Landmarks, not supporting other worthy causes. Choice D is incorrect because this is the opposite of what the author intends with these examples.

3 Answers should explain why the author decided to write his letter about the Blue Streak restoration project. They should explain that he opposes the Blue Streak restoration project, and why he opposes it.

4 Answers should include quotes from the passage that show how the author uses language to persuade readers to agree with his negative opinion of the Blue Streak restoration project and how unlivable the community would be if all the buildings were considered landmarks, and as such something to be treated with great care.



4 Independent Practice Lesson 9

1 Part A How does the author introduce the main idea?
 A He expresses an opinion about the Blue Streak restoration project.
 B He persuades property owners to restore historic buildings.
 C He reminds readers that museums display objects of historic significance.
 D He informs citizens about how to donate to the Blue Streak restoration project.

Part B Cite a sentence from the editorial that best supports the answer to Part A.
 "However, am I the only one who thinks that this idea is outrageous?"

2 How does the author use examples in paragraph 3 to elaborate on a key idea?
 A The examples describe how trees on Elm Street are infected with bark beetles.
 B The examples show things the author would prefer the city raise money for.
 C The examples show how the community will resemble a museum.
 D The examples support the idea that the Blue Streak Roller Coaster should be declared a National Historic Landmark.

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4 Independent Practice Lesson 9

3 What does the anecdote in paragraph 1 tell you about how the author feels about the main idea?
 The author felt so strongly about the news item he read that he felt compelled to write. This shows that he has strong negative feelings about the Blue Streak restoration project, and he elaborates on his views in the rest of his editorial.

4 Evaluate how the writer illustrates his ideas through word choice in the last paragraph.
 The writer conveys his ideas by using phrases such as "resembles a museum" and "look but don't touch." This loaded language attempts to influence readers about how unlivable the community would be if all the buildings were landmarks.

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