

2 Different Levels for Each Passage

Lexile Level
is given for
each
passage.

Mount Rushmore

Margin Notes

Carved into a mountainside in South Dakota, Mount Rushmore is a magnificent sight. This famous sculpture is one of the largest monuments in the world. It includes four of America's greatest presidents: George Washington, Thomas Jefferson, Teddy Roosevelt, and Abraham Lincoln. Each face is 60 feet tall. It is also one of the most popular tourist attractions in the United States. More than two million people visit the mountain each year.

The man in charge of creating the monument was a man named Gutzon Borglum. He had worked on some other famous sculptures before, but Mount Rushmore was his biggest project by far. He knew that the sculpture would cost a lot of money, but Congress helped by paying for it. Borglum had to choose four presidents to include in the sculpture. He picked George Washington, Thomas Jefferson, and Abraham Lincoln because they had helped found the United States. He chose Teddy Roosevelt because he had started the National Park system.

Because it was such a big sculpture, Borglum decided to begin by making smaller models. He also planned to make the monument larger than it is today. He had to change his plan, though, because it would have cost too much and taken too long.

In order to carve the faces into Mount Rushmore, Borglum hired hundreds of people to help build the monument. The workers had to use a system of ropes and pulleys in order to reach the areas they'd be working on. They also used dynamite in order to take off big chunks of the stone. It was a dangerous situation. Can you imagine how scared some of them must have been? Thankfully, none of the workers ever died while working on Mount Rushmore.

Sadly, Borglum died of a sickness in early 1941, so he never got to see his project finished. His son, Lincoln Borglum, led the project until it was finally done. It had taken fourteen years, but Mount Rushmore was finally finished. Workers added some other things for tourists to see in the area. These include the Declaration of Independence and the U.S. Constitution.

Today, the National Park Service works hard to make sure that Mount Rushmore stays in good shape. When Borglum was finishing the sculpture, he applied a special clear paint to help prevent water damage. The National Park Service also wants to keep the monument safe from water damage, but they use a more modern mixture to do the same job. Mount Rushmore is such an important American monument that they even use lasers to check the mountainside for problems. Hopefully this important American treasure will be around for centuries to come!



Lexile 860

Mount Rushmore

Margin Notes

Carved into a granite mountainside in South Dakota, Mount Rushmore is a magnificent sight. This famous sculpture of four of America's greatest presidents, George Washington, Thomas Jefferson, Teddy Roosevelt, and Abraham Lincoln, is one of the largest monuments in the world. Each face is 60 feet tall. It is also one of the most popular tourist attractions in the United States. More than two million people visit the mountain each year.

The sculptor in charge of creating the monument was a man named Gutzon Borglum. He had worked on some other famous sculptures before, but Mount Rushmore was his biggest project by far. He knew that the sculpture would cost a lot of money, but Congress voted to help pay for it. Borglum had to choose four presidents to include in the sculpture. He picked George Washington and Thomas Jefferson because they had helped found the United States. He chose Teddy Roosevelt because he had started the National Park system, and he selected Abraham Lincoln because he had brought the country back together during the Civil War.

Because it was such a big sculpture, Borglum decided to begin by making smaller models. He also planned to make the monument larger than it is today. He had to change his plan, though, because it would have cost too much and taken too long.

In order to carve the faces into Mount Rushmore, Borglum had to get creative. Construction began in 1927. Borglum hired hundreds of people to help build the monument. The workers had to use a system of ropes and pulleys in order to reach the areas they'd be working on. They also used dynamite in order to take off big chunks of the stone. It was a dangerous situation. Can you imagine how scared some of them must have been? Thankfully, none of the workers ever died while working on Mount Rushmore.

Sadly, though, Borglum died of an unrelated disease in early 1941, so he never got to see his project finished. His son, Lincoln Borglum, led the project through the rest of 1941, until the last touches on the final face were finished. It had taken fourteen years, but Mount Rushmore was finally done! Workers added some other things for tourists to see, including more small historical monuments. Some of these were carvings of the Declaration of Independence and the U.S. Constitution.

Today, the National Park Service works hard to make sure that Mount Rushmore stays in good shape. When Borglum originally finished the sculptures, he applied a special clear paint to help prevent water damage. The National Park Service also wants to keep the monument safe from water damage, but they use a more effective, modern mixture to do the same job. Mount Rushmore is such an important American monument that they even use lasers to scan the mountainside to check for problems. Hopefully this important American treasure will be around for centuries to come!



Lexile 970

Reference Chart, Annotating Guide, Close Reading Directions

CLOSE READ STEPS

The following steps are a suggested sequence in which contents of this packet. This approach will require 3 sessions of the packet, requiring students to dig deeper with each passage, designed to be completed in one day/two days per passage, each passage should take one week.

1st Reading: Student reads the passage and they use their annotation marks to identify questions they have, and parts of the passage with. Complete **Task 1: Read & Annotate** includes some basic recall questions.

2nd Reading: Teacher (or partner) reads the passage a second time while students listen and follow along. Complete **Task 2: Vocabulary** to gain a better understanding of unfamiliar words, leading to a deeper connection with the text.

3rd Reading: Students reread the passage and respond in writing, citing text. Have students use and cite text evidence to support their answers. Additionally, students will complete **Task 5: Summarize** and **Task 6: Respond**. This will help students to use the text to construct and supported summary.

Annotating Mark

As you read through the passage, make the following marks:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark next to something that makes you think. Think of a question.
- Write an exclamation mark next to something that surprises you.
- Draw an arrow to show a personal connection to words or ideas.
- Write your important thoughts in the margin.

Lexile Levels Conversion Chart

Each passage in this Close Reading Packet is provided at 2 different reading levels, so that you may differentiate your instruction and student practice more easily. The informational content of the 2 versions is the same, but the reading levels are different. All question sheets are the same. This makes it easy for you to provide reading passages on each student's level, but use the same question and activity sheets for the entire class!

NOTE: The Lexile Level is written on the bottom left corner of each passage.

Grade Level	Lexile	Fountas & Pinnell
1	Up to 300	E
1	Up to 300	F
1	Up to 300	G
1	80-150	H
1-2	80-150	I
2	80-150	J
2	501-550	K
2	551-650	L
3	520-730	M
3	570-770	N
4	620-820	O
4	740-900	P
5	790-940	Q
5	830-1010	R
5	880-1010	S
6	920-1010	T
6	925-1070	U-W
7	970-1120	W+
		W+

5 Days of Close Reading Activities for Each Passage

The image displays five overlapping task cards designed for reading comprehension of the passage "The White House".

- Task 1 - Read & Annotate:** Located at the bottom right, it includes instructions for using annotating marks (circle, underline, question mark, exclamation mark, arrow) and a list of four "First Reading Questions" about the passage's main idea, construction date, George Washington's residence, and the 1814 fire.
- Task 2 - VOCABULARY:** Located in the top right, it asks students to find four unfamiliar words and complete a vocabulary diagram with their definitions and synonyms.
- Task 3 - Reread & Dig Deeper:** Located in the top center, it contains six "Text Evidence Questions" about the main idea, supporting details, benefits of living in the White House, evidence of change over time, ways the White House has changed, and why it is "one of the world's".
- Task 4 - Reread & Dig Deeper:** Located in the middle left, it asks students to reread the passage and find details supporting a statement. It features a graphic organizer with a central circle containing the text "The White House has changed through the years" and four surrounding boxes labeled "Detail 1", "Detail 2", "Detail 3", and "Detail 4".
- Task 5 - A SUMMARY:** Located on the far left, it prompts students to use an organizer from a previous page to state the main idea and supporting sentences.

All cards include a header for "Name: _____" and "Day: _____". The cards are decorated with a border of small circles and lines.

Compare and contrast 2 passages. Write the title of each passage at the top of the 2 lined columns. On the lines, list ways that the 2 topics are different (contrast). In the "Similarities" box, list ways they are the same (compare).

Similarities

Differences

Compare and contrast 2 passages. Write the title of each passage in the top. In the outside parts of the circles, list ways that the 2 topics are different (contrast). In the "Similarities" box, list ways they are the same (compare).

Similarities

Differences

MY FAVORITE U.S. LANDMARK

Name: _____

MY favorite U.S. landmark is _____

It is located in _____

MY FAVORITE U.S. LANDMARK

Name: _____ Date: _____

MY favorite U.S. landmark is:

It is located in:

AN ILLUSTRATION

Another reason I like it:

PEOPLE VISIT IT BECAUSE:

© 2008 by Linda Ward Beech

Compare & Contrast Writing

Name: _____ Date: _____

Title of Passage

Title of Passage

Favorite U.S. Landmark

Date: _____

Landmark is:

I like it because:

Another reason I like it is:

People visit it because:

© 2009 by Linda Ward Beech

Answer Keys Provided

Task 1 - Read & Annotate THE WHITE HOUSE ANSWER KEY

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

First Reading Questions:

1. What is this passage mostly about?
This passage is mostly about the White House, including its history and what it is like.
2. When was the White House built?
The White House was built in 1800.
3. Where did George Washington live when he was the President of the U.S.?
When George Washington was President, he lived in a mansion in Philadelphia, Pennsylvania.
4. What happened to the White House in 1814?
In 1814, some British troops broke into the White House and stole many valuable objects. Then, they set it on fire.

© 2016 Sherry Kross Applebosc

Task 3 - Reread & Dig Deeper THE WHITE HOUSE ANSWER KEY

Text Evidence Questions:

Answers may vary.

1. What is the main idea of the passage?
The White House has been the home of the U.S. President for many years, has undergone changes, and is an interesting place to live.
2. List three details that support the main idea:
 - a) *It is a beautiful building with many rooms and offices.*
 - b) *It has a President's living area, the West Wing, and the East Wing.*
 - c) *The White house has a bowling alley, a track, solar panels, and more.*
3. Explain some of the benefits of living in the White House.
There is a running track, a gym, hot tub, solar panels, tennis courts, basketball courts, and more.
4. Cite 2 pieces of evidence from the text that show how the White House changed through the years.
*In 1902, President Roosevelt added the West Wing.
He also added the East Wing for the First Lady's work.*
5. Are there any ways the White House has become more secure?
Some are made of steel. There is a bunker beneath the East Wing to keep the safe in an emergency. Cell phones will not work there and visitors have to go through security.
6. Do you think the White House is "one of the most secure buildings in the world"? Why?
Yes, it is secure because the President has a very important job to do, and he has many people who disagree with him.

© 2016 Sherry Kross Applebosc