Libraries in Motion

Trace how two central ideas grow across an informational text.

ELA.8.R.2.2 "Analyze two or more central ideas and their development throughout a text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that develop one central idea, circle details that develop a second central idea, and number the marked details 1 through 3 in the order they appear to track each idea across the text.

More Than Shelves

1 In the early 1900s, a public library was often a quiet building filled mainly with printed books. Many towns built libraries with funds from local taxes or donations because residents believed shared reading materials could strengthen a community. Librarians organized shelves, helped visitors locate information, and offered a warm indoor place to read. Yet access was not equal everywhere. Rural families might live far from a branch, and people who worked long hours could miss the library's limited opening times.

2 During the twentieth century, libraries began reaching beyond their walls. Bookmobiles carried books to farms, neighborhoods, and schools that lacked nearby branches. Some libraries added evening hours so workers could visit. Later, computers gave patrons ways to search catalogs, type reports, and use online resources. These changes show an effort to reduce barriers to information. They also reveal that a library's purpose includes connecting people with knowledge, whether that knowledge appears on a page, a screen, or in a conversation with a librarian.

3 Today, many libraries lend e-books, audiobooks, tools, and passes to local museums. They host tutoring, job-search workshops, language classes, and meeting spaces for community groups. These services respond to changing needs, but books still remain important. A teenager might borrow a novel for pleasure, use a database for a science project, then attend a workshop on creating a resume. By offering several paths to learning, modern libraries continue the older goal of public access while making that access more flexible and useful.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are two central ideas developed in the passage?

2. How does paragraph 1 introduce the idea that access to library resources can be difficult? Use two details.

3. How does paragraph 2 develop the idea that libraries change to serve more people? Use two details from the paragraph.

4. How does paragraph 3 connect the two central ideas in the passage?

3 YOUR TURN

Your own words

Write a two-sentence analysis of the passage. In sentence 1, state two central ideas. In sentence 2, explain how the author develops both ideas from beginning to end using at least three specific details.

ANSWER KEY

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GRADE 8 · ELA.8.R.2.2

PART 1 · READ AND MARK

Underline details that develop one central idea, circle details that develop a second central idea, and number the marked details 1 through 3 in the order they appear to track each idea across the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are two central ideas developed in the passage?	**Libraries work to expand public access to knowledge, and libraries adapt their services and tools to meet changing community needs.**
2	How does paragraph 1 introduce the idea that access to library resources can be difficult? Use two details.	**It explains that rural families could live far from a branch and that workers with long hours could miss limited opening times.**
3	How does paragraph 2 develop the idea that libraries change to serve more people? Use two details from the paragraph.	**It shows libraries sending bookmobiles to places without branches and adding evening hours for workers. It also describes computers that helped patrons search catalogs and use online resources.**
4	How does paragraph 3 connect the two central ideas in the passage?	**It shows that new services, such as e-books, workshops, and museum passes, help libraries continue their older goal of public access in more flexible ways.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Two central ideas are that public libraries work to expand access to knowledge and that they adapt their services as community needs change. The author begins with distance and limited hours, shows bookmobiles, evening hours, and computers reducing barriers, and ends with e-books, workshops, and museum passes that make access more flexible.

Accept clearly stated central ideas supported by details from across the passage. Student responses may use different relevant evidence, but they should explain development from the early limitations to modern services.