

# Lesson Planning Page: Reading: Informational Text: Key Ideas and Details: Main Idea & Details

## Lesson: Main Idea Outline

### Lesson Introduction:

- **Prior:** Choose the outline (with Questions or with Labels) that works best for your students. If student reading levels vary, choose text about the same topic but at varying levels of difficulty, such as the “Reading Skills” articles on [www.fortheteachers.org](http://www.fortheteachers.org)

- As a group, define “main idea.” How does finding the main idea help us when we’re reading?

- Read a short section from one of the articles (one sentence up to 3 paragraphs, depending on the students’ reading levels). Model identifying the main idea. Hand out text and outlines.

- Discuss: “What is the main idea in this sentence/section? What is the most important thing that we should remember, or that the author wants us to remember?” Talk out loud about your thought process in determining what ideas are most important.

- As a group, identify 2-3 details in the paragraphs that support the main idea. Talk out loud about how you identify what details provide support for the identified main idea. For students more familiar with the skill, have them complete this step on their own and then compare answers before moving on to the rest of the article.

### Lesson Closure/Summary:

- Summarize the main idea of the entire article by writing 1-2 sentences (or a title), or by copying a sentence directly from the text that best reflects the main idea.

## Related Common Core State Standards:

### Grades 11-12: Key Ideas and Details

11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### Grades 9-10: Key Ideas and Details

9-10.2 Determine a theme or central idea of a text and analyze in detail 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.

### Grade 8: Key Ideas and Details

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.

### Grade 7: Key Ideas and Details

7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### Grade 6: Key Ideas and Details

6.2 Determine a theme or 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.

### Grade 5: Key Ideas and Details

5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Grade 4: Key Ideas and Details

4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### Grade 3: Key Ideas and Details

3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Grade 3: Speaking and Listening

3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Grade 2: Key Ideas and Details

2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

### Grade 2: Speaking and Listening

2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### Grade 1: Key Ideas and Details

1.2 Identify the main topic and retell key details of a text.

### Grade 1: Speaking and Listening:

1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Kindergarten: Key Ideas and Details

K.2. With prompting and support, identify the main topic and retell key details of a text.

### Kindergarten: Speaking and Listening

K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Common Core State Standards

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards (insert specific content area if you are using only one)

Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

Copyright Date: 2010

## DesCartes Statements:

### RIT 211-220

- Identifies the organizational pattern of main idea plus supporting details in informational text (from Info. Text: Craft and Structure)
- Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)
- Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage
- Evaluates informational text to identify a statement best representing the main idea of the passage

Students:

### RIT 201-210:

- Identifies the main idea in short informational text (1 to 3 paragraphs)
- Identifies the main idea of informational text (complex sentences and paragraphs)
- Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text
- Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)
- Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage
- Evaluates informational text (1-3 complex paragraphs) to determine main idea
- Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses)

Students:

### RIT 191-200:

- Identifies the main idea of informational text
- Identifies the main idea in short informational text (1 to 3 paragraphs)
- Identifies the main idea of informational text (complex sentences and paragraphs)
- Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text
- Analyzes informational text to identify a title representing the main idea (term not used)

Students:

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- Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage
- Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences
- Deletes sentences that do not support the main idea
- Restates supporting details in informational text (1 to 3 paragraphs)

### RIT 181-190:

Students:

- Identifies the main idea of informational text (how-to)
- Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence
- Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence
- Analyzes informational text to identify a title representing the main idea
- Analyzes passages of informational text to determine the best topic sentence
- Identifies details in an informational text
- Restates supporting details in informational text (1 to 3 paragraphs)

### RIT 171-180:

Students:

- Identifies the main idea of informational text (3 to 6 simple sentences)
- Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase
- Analyzes informational text to identify a title representing the main idea
- Identifies details in an informational text

## Higher-Level Activity:

### Lesson/Activity:

- Have students work alone or with a partner to read the rest of the text and complete the outline.
- Discuss:
  - Did the author use supporting details that fit well w/ the main idea?
  - Does the main idea change or change meaning through the text?
  - Which supporting details have the biggest impact on determining the main idea?

### Resources:

- Main Idea Outline (with Questions or Labels) for each student (or give students a blank piece of paper and have them create their own)
- Article for each student at an appropriate reading level

**Means of Assessment:** Observation, completion of outline

## Mid-Level Activity:

### Lesson/Activity:

- Have students work alone or with a partner to read the rest of the text and complete the outline.
- As a group, discuss completed outlines. There will likely be some differences in their responses. Students may want to make changes to their outline based on the feedback of others. Allow them to make changes if they can explain why they want to make the change.

**Resources and Means of Assessment:** same as above

## Lower-Level Activity:

### Lesson/Activity:

- Complete the outline as a group, talking through each part of the process and completing the outline on an overhead or on the board for students to see.
- For younger students, read the text out loud and have them respond orally instead of in writing.
- As you progress, give the students opportunities to complete the next section on their own. Then discuss responses as a group. Explain that there can be more than one correct answer. Have students first discuss their answers with a partner and then as a group. For students with written answers, allow them to make changes based on the discussion if they can explain why they want to make the change.

### Resources:

- Copies of text that is easy for students to read/understand or that is easily organized so they can focus on finding the main idea and details.
- Blank Main Idea Outline for each student (if needed)
- Copy of Main Idea outline on an overhead transparency

**Means of Assessment:** same as above