

## Summarize Main Idea and Critical Details

Idaho Language Arts Standards	NWEA DesCartes Statements based on RIT Scores
<p><b>3<sup>rd</sup> Grade Standard:</b> 3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts. (698.01.p)</p> <p>Content Limit: Item will require the identification of facts and details solely from the nonfiction text given. Item may include identification of main idea, facts, relevant details, and/or sequencing.</p>	<p><b>191-200 RIT Scores</b> (3<sup>rd</sup> grade – Proficient 192; 4<sup>th</sup> grade – Proficient 198)</p> <p>DesCartes Reading &gt; Literal Comprehension &gt; Sequence Events</p> <ul style="list-style-type: none"> <li>• Recognizes chronological/sequential order in informational text</li> <li>• Analyzes chronological/sequential patterns in informational texts</li> <li>• Interprets chronological/sequential order in informational text</li> </ul> <p>DesCartes Reading &gt; Literal Comp. &gt; Determine Main Idea and Identify Details</p> <ul style="list-style-type: none"> <li>• Interprets informational text to identify a title representing the main idea</li> <li>• Interprets the main idea of informational texts based on supporting details</li> </ul> <p>DesCartes Reading &gt; Interpretive Comp. &gt; Summarize and Synthesize</p> <ul style="list-style-type: none"> <li>• Summarizes informational text</li> </ul>
<p><b>4<sup>th</sup> Grade Standard:</b> 4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text. (707.01.h)</p> <p>Content Limit: Item will require the identification of the main ideas and key details relevant to the nonfiction text given; item responses may include main ideas, key details, and/or signal words.</p>	<p><b>201-210 RIT Scores</b> (5<sup>th</sup> grade – Proficient 204; 6<sup>th</sup> grade - Proficient 208)</p> <p>DesCartes Reading &gt; Literal Comprehension &gt; Sequence Events</p> <ul style="list-style-type: none"> <li>• Examines chronological/sequential order in informational text</li> <li>• Assesses chronological/sequential patterns in informational texts</li> <li>• Assesses chronological/sequential order in informational text</li> </ul> <p>DesCartes Reading &gt; Literal Comp. &gt; Determine Main Idea and Identify Details</p> <ul style="list-style-type: none"> <li>• Analyzes informational text to identify a title representing the main idea</li> <li>• Assesses the main idea of informational texts based on supporting details</li> </ul> <p>DesCartes Reading &gt; Interpretive Comp. &gt; Summarize and Synthesize</p> <ul style="list-style-type: none"> <li>• Summarizes using informational text</li> </ul>
<p><b>5<sup>th</sup> Grade Standard:</b> 5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text.</p> <p>Content Limit: Item may require an inference of the main ideas and a summary relevant to the nonfiction text given; item responses will include main ideas and/or signal words.</p>	<p><b>211-220 RIT Scores</b> (7<sup>th</sup> grade - Proficient 212; 8<sup>th</sup> grade - Proficient 214; 9<sup>th</sup> grade – Proficient 217; 10<sup>th</sup> – Proficient 220)</p> <p>DesCartes Reading &gt; Literal Comprehension &gt; Sequence Events</p> <ul style="list-style-type: none"> <li>• Examines chronological/sequential order in informational text</li> <li>• Assesses chronological/sequential patterns in informational texts</li> <li>• Assesses chronological/sequential order in informational text</li> </ul>
<p><b>6<sup>th</sup> Grade Standard:</b> 6.LA.2.2.3 Identify the facts and details that support the author’s argument and summarize the findings.</p> <p>Content Limit: Item may require the identification of main idea, facts, and/or details relevant to author’s purpose solely from the text given. Item may require a summary solely from the text given.</p>	<p>DesCartes Reading &gt; Literal Comp. &gt; Determine Main Idea and Identify Details</p> <ul style="list-style-type: none"> <li>• Analyzes informational text to identify a title representing the main idea</li> <li>• Assesses the main idea of informational texts based on supporting details</li> </ul> <p>DesCartes Reading &gt; Interpretive Comp. &gt; Summarize and Synthesize</p> <ul style="list-style-type: none"> <li>• Summarizes using informational text</li> </ul>
<p><b>7<sup>th</sup> Grade Standard:</b> 7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text. (734.01.h; 734.04.b; 734.04.c)</p> <p>Content Limit: Item may require identification of main idea and/or details. An item may require more than one reading skill (e.g., an item may require both a literal and an inferential response to the text).</p>	<p>DesCartes Reading &gt; Literal Comp. &gt; Determine Main Idea and Identify Details</p> <ul style="list-style-type: none"> <li>• Analyzes informational text to identify a title representing the main idea</li> <li>• Assesses the main idea of informational texts based on supporting details</li> </ul> <p>DesCartes Reading &gt; Interpretive Comp. &gt; Summarize and Synthesize</p> <ul style="list-style-type: none"> <li>• Summarizes using informational text</li> </ul>
<p><b>8<sup>th</sup> Grade Standard:</b> 8.LA.2.2.3 Apply central ideas (literal of inferential) and critical details to summarize information from expository text.</p> <p>Content Limit: Item may require identification of main idea and/or details. Item may require identification of the explicit or inferred main idea and/or its relevant details. Item may require a summary or paraphrase solely from the text given.</p>	<p><b>9<sup>th</sup> Grade Standard:</b> 9.LA.2.2.3 Evaluate an author’s argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a)</p> <p><b>10<sup>th</sup> Grade Standard:</b> 10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author’s argument. (752.03.a)</p> <p>Content Limit: Reading level will be on grade level. Passages for assessing this benchmark may include, but are not limited to, persuasive essays and editorials.</p>

## Summarize Main Ideas and Critical Details

Lesson: Main Idea Outline

	Students:	Activity and Assessment:	Materials:
More Advanced		<p><b>Main Idea Outline with Validity</b></p> <ul style="list-style-type: none"> <li>- Hand out copies of outline and articles</li> <li>- As a group, define “main idea.” How does finding the main idea help us when we’re reading?</li> <li>- Read the first 2-3 paragraphs of the article as a group. Discuss: “What is the main idea of these paragraphs? 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.</li> <li>- 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.</li> <li>- Have students work alone or with a partner to read the rest of the article and complete the outline.</li> <li>- Discuss:               <ul style="list-style-type: none"> <li>- Did the author use supporting details that fit well with the main idea?</li> <li>- Do you believe that the main ideas are true?</li> <li>- How do the supporting details affect whether or not the main ideas are valid?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Copies of blank Main Idea Outline page</li> <li>- Article for each student at an appropriate reading level</li> </ul>
Mid-Level		<p><b>Main Idea Outline</b></p> <ul style="list-style-type: none"> <li>- Hand out copies of outline and articles</li> <li>- As a group, define “main idea.” How does finding the main idea help us when we’re reading?</li> <li>- Read the first 2-3 paragraphs of the article as a group. Discuss: “What is the main idea of these paragraphs? 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.</li> <li>- 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.</li> <li>- Have students work alone or with a partner to read the rest of the article and complete the outline.</li> <li>- As a group, discuss completed outlines. There will likely be some differences in what was put on the outline. 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of blank Main Idea Outline page</li> <li>- Article for each student at an appropriate reading level</li> </ul>
More Simple		<p><b>Main Idea Outline as a Group</b></p> <ul style="list-style-type: none"> <li>- Hand out copies of outline and articles. Choose an article that is easy for the students to read or that is easily organized so they can focus on finding the main idea and details.</li> <li>- As a group, define “main idea.” How does finding the main idea help us when we’re reading?</li> <li>- Read the first 2-3 paragraphs of the article as a group. Discuss: “What is the main idea of these paragraphs? 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.</li> <li>- 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.</li> <li>- Complete the article as a group, talking through each part of the process.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of blank Main Idea Outline page</li> <li>- Copy of Main Idea Outline on an overhead transparency</li> <li>- Article for each student at an appropriate reading level</li> </ul>

### Notes:

- Each lesson can be used multiple times with the same students. Choose different reading material each time. This gives the students a chance to become comfortable with the format and the expectations so they can focus on the skill.

- Model, model, model, model!

- **Demonstrate the skill in detail**, explaining your thinking process out loud, especially for struggling students.
- Show the assignment page on an overhead projector. Read the article together. Pause and describe your thoughts as you look for the information needed to complete each part of the assignment.
- The first time you give an assignment, complete at least the first half of it as a whole class. Give the students multiple chances to hear you explain how to use the skill before asking them to try it on their own.
- Students may also benefit from being allowed to work together. Talking through the work may help them clarify their thinking and gives you a chance to listen in and better understand how much they are able to do.