

Identifying Main Idea and Supporting Details

Grades 3-5 Reading

Learning Objectives

- Students will be able to identify the main idea and supporting details in a text.
- Students will be able to use **verbal reasoning skills** to identify the main idea and supporting details.
- Students will be able to use **quantitative reasoning skills** to identify the main idea and supporting details.
- Students will be able to use **nonverbal reasoning skills** to identify the main idea and supporting details.

Materials

- Short passages for reading comprehension practice
- Graphic organizer templates
- Whiteboard and markers

Procedure

Introduction

1. Engage students by asking them to share what they know about identifying main ideas and supporting details.
2. Review the concept of main idea as the central or most important idea in a passage.
3. Introduce the concept of supporting details as information that supports or explains the main idea.
4. Explain that today's lesson will focus on identifying the main idea and supporting details in texts.

Teaching

5. Model how to identify the main idea and supporting details in a short passage.
6. Display examples of passages and guide students through the process of identifying the main idea and supporting details.
7. Have students practice identifying main ideas and supporting details in small groups or pairs.

Guided Practice

8. Provide students with short passages and have them practice identifying the main idea and supporting details.
9. Circulate around the room to provide support and feedback as students work on the passages.



Independent Practice

10. Provide students with a text and ask them to identify and write down or circle the main idea and supporting details they see. You can also consider using graphic organizer templates that require them to visually represent the main idea and supporting details.
11. Ask students to work in pairs or small groups to compare and discuss their answers.
12. Use this opportunity to differentiate instruction according to how students learn best:

- a. **Nonverbal:** Provide students with a visual text, such as a picture or diagram, and ask them to identify the main idea and supporting details.
- b. **Quantitative:** Provide students with a chart or graphic organizer and ask them to identify the main idea and supporting details presented.
- c. **Verbal:** Provide students with questions related to identifying main idea and supporting details. Allow students to work individually or in pairs to solve the questions and discuss their ideas with each other. Review the answers as a class and discuss any areas of difficulty.

Closure

1. Ask students to share one thing they learned about identifying main ideas and supporting details today.
2. Review the steps for identifying main ideas and supporting details and remind students to practice at home.
3. To shore up mastery, give students an at-bat by employing their cognitive strength:

- a. **Verbal:** Have students explain how they identified the main idea and supporting details using textual evidence.
- b. **Quantitative:** Have students create their own charts or graphs and write main idea and supporting detail questions based on the data presented.
- c. **Nonverbal:** Have students create a visual representation of a text and ask their classmates to identify the main idea and supporting details.

Assessment

- Observe students during the lesson to assess their understanding of identifying main idea and supporting details.
- Review of completed passages and graphic organizers
- Review of explanations given by students in the verbal domain for the main idea and supporting details.

Extension Activities

- Provide students with more challenging texts and main idea and supporting detail questions.
- Have students write their own texts with main idea and supporting detail questions for their classmates to solve.
- Encourage students to practice identifying main idea and supporting details in their independent reading.

