

Grades 3–5 Reading: Identifying the Main Idea and Supporting Details



Learning Objective/Standard/Outcomes/Skills

TEKS

- [§110.6. Grade 4: 7C, 8A](#)
 - Use text evidence to support an appropriate response
 - Infer basic themes supported by text evidence

Common Core

- [CCSS.ELA-LITERACY.RL.4.2](#)
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Essential Question/Enduring Understanding

What is the purpose of literature? How does it impact our lives?

How can understanding the theme help us understand the author’s purpose?

Recognizing the theme in a piece of literature can help us see other artistic elements in the text.

Themes can connect across all genres in the humanities.

Entry Point/Hook

- **Narrative entry points:** Explain the concept of theme to a kindergartener. How would you help them understand this idea?
- **Logical-Quantitative entry points:** Can charts and graphs have a theme? Why or why not?
- **Experiential entry points:** The arts seem to have themes regardless of the genre. Can you think of a song, a piece of visual art, a movie or TV show, or any other kind of art, that all have the same theme?

[Helping All Learners: Entry Points](#)

What kind of differentiated experience will I utilize?	Content	Process	Product
Note: You will use CogAT data to inform the differentiation decisions. <i>Options for all three relative strengths are offered in the strategies playlist.</i>	Do I want to focus on skills and concepts today, allowing freedom and flexibility in the specific materials or details?	Do I want to vary how my students manipulate new content so the learning is memorable and engaging?	Do I want to allow students the freedom and flexibility to showcase their learning in a format that makes sense to them?
	Graphic Organizers: Details Deep-Dive Flower Activity		
	Theme in center of flower (Big Idea)		

PLC Question 3:

I will provide students with a vocab support page to remind them of the literary concepts and will use the sentence stems for each icon.

PLC Question 4:

I will encourage students to combine icons using the icon matrix to further complicate the thinking task for each petal.

Details for Q+

Details Deep-Dive

Name: _____
Date: _____
Topic: _____

Analyze your topic with five different icons to focus your thinking. Be sure to use specific details to prove your ideas. Write a Big Idea statement about your topic in the middle of the details flower.

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Strength: Patterns, Trends, Rules

Stretch: Unanswered Questions, Over Time

Details for V+

Details Deep-Dive

Name: _____
Date: _____
Topic: _____

Analyze your topic with five different icons to focus your thinking. Be sure to use specific details to prove your ideas. Write a Big Idea statement about your topic in the middle of the details flower.

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Strength: Language of the Discipline, Across the Disciplines, Unanswered Questions, Ethics

Stretch: Patterns

Details for NV+

Details Deep-Dive

Name: _____
Date: _____
Topic: _____

Analyze your topic with five different icons to focus your thinking. Be sure to use specific details to prove your ideas. Write a Big Idea statement about your topic in the middle of the details flower.

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Strength: Ethics, Over Time, Multiple Perspectives

Stretch: Ethics, Big Idea

Reflection on Learning

- **Journals:** Write an explanation of the theme and how you were able to identify the theme.
- **Comic strip creations:** Make a comic strip that showcases the elements which helped you recognize the theme.
- **Graphs or charts:** Create a flowchart that demonstrates the theme in this literature.

Note: All tasks should incorporate the results of the Flower Activity in them to showcase understanding.



NV: nonverbal; Q: quantitative; PLC: professional learning community; V: verbal.