*English Instructional Plan – Nonfiction Main Idea*

**Primary Strand: 5.6 6.6, 7.6, 8.6 - Nonfiction**

**Integrated Strand/s: The student will read and demonstrate comprehension of a variety of nonfiction texts.**

**Essential Understanding:**

* Understand that all texts contain messages stated or implied by an author

**Essential Knowledge, Skills, and Processes:**

* use strategies and rules for summarizing, such as
	+ delete trivia and redundancy
	+ substitute a general term for a list
	+ find or create a main idea statement

**Primary SOL: 5.6c, 6.6 b, 7.6 g, 8.6 h** Identify main idea

**Reinforced (Related Standard) SOL:**

**6.1, 7.1, 8.1** The student will participate in, collaborate in, and report on small-group learning activities.

**6.6 c** Summarize supporting details.

**7.6 h, 8.6 i** Summarize the text, identifying supporting details.

**Academic Background/Language:**

Students will need to understand vocabulary related to main idea, including the idea trivial or redundant details. Students will need to understand vocabulary related to the science topics in the articles chosen.

## Materials

* “[Tiny Plastic, Big Problem](https://www.commonlit.org/en/texts/tiny-plastic-big-problem)” or another article with clearly identified main ideas.
* Other texts for classwork detailing environmental problems. These might include “[Dirty Air Can Harm Your Brain and Stress the Body,](https://www.commonlit.org/en/texts/dirty-air-can-harm-your-brain-and-stress-the-body) ” “[Getting Started on Saving the Everglades](https://www.commonlit.org/en/texts/getting-started),” “[Cutting the Cords: How Wireless Charging Will Keep Toxic Waste Out of Landfills](file:///%5C%5CWCS02021%5CUsers%5Ccwhitfield%5CDownloads%5Ccommonlit.org%5Cen%5Ctexts%5Ccutting-the-cords-how-wireless-charging-will-keep-toxic-waste-out-of-landfills),” and “[Your Food Choices Affect Earth’s Climate](https://www.commonlit.org/en/texts/your-food-choices-affect-earth-s-climate).” ([National Geographic Education](https://www.nationalgeographic.org/education/resource-library/?q=Environmental%20hazards&page=1&per_page=25&content_type_category=Article&content_type_category=Article%3Aleveled) has several options as well, including many that are available at several grade levels. Local articles can also be chosen.)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher will display an image that includes plastic pollution in the oceans and ask students to discuss what they notice and wonder (questions they may have) about the images. Students will respond in partners and then discuss as a class.
* Teacher will explain to students that they will be exploring some environmental problems in preparation for an action research project.
* Teacher will tell students that today, they will be focusing on the skill of creating a main idea statement by identifying which details are most important as they read. They will start with a class text to review how to identify main idea and important details.
* Teacher will distribute “Tiny Plastic, Big Problem” and have students read through it on their own, focusing on a comprehension strategy, such as noticing very important parts of the text. Students will briefly discuss the article in partners or small groups.
* Teacher will then direct students to a paragraph to work through as a model.
* Teacher will explain and model the following process:
	+ Reread the paragraph, paying attention to what is important
	+ Cross out trivial or redundant details
	+ Highlight key details
	+ Replace similar ideas or lists with a general term
	+ Write a brief main idea statement including the key details.
* As teacher models, students will practice the process on their own copies of the text. (See attached sample paragraphs analyzed using strategy.)
* If needed, teacher will repeat the process with another paragraph, asking for volunteers from the class to help. Students will again work with the teacher as this is modeled.
* Teacher will have students work in partners to identify the main idea of a different paragraph.
* Teacher will bring the class together to discuss their responses and to determine the main idea of the story.
* Teacher will distribute new articles to students (who can work in partners or small groups) and direct students to read the article and determine the main idea of pre-selected paragraphs or chunks of text as they read. (Teacher can repeat this with several articles or have students use jigsaw and share about the articles they used).

**Assessment (Diagnostic, Formative, Summative)**

* Teacher should confer with students as they read the texts and determine main ideas coaching them when they struggle.
* Teacher can collect main idea work and analyze what students are noticing for highlighting and crossing out for formative data.

**Writing Connections:**

* Have students use their main ideas to write an objective summary of their articles.

## Extensions and Connections (for all students)

* Students can continue to practice creating a main idea with other texts.
* Have students choose one environmental problem and research it; finding out more about the problem and either researching a solution or coming up with one.

## Strategies for Differentiation

* Pair readers strategically to provide support for struggling readers.
* Target specific groups of students for support during work conferencing.
* Work with a selected small group of students while rereading and completing the main idea practice.

Samples:



