

Main Idea Poster

This Really Good Stuff® product includes:

- Main Idea Poster, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Main Idea Poster**—a colorful, interactive poster to reinforce how to identify and connect the main idea and details of a passage.

Meeting Common Core State Standards

This Really Good Stuff® **Main Idea Poster** is aligned with the following Common Core State Standards for English Language Arts:

Key Ideas and Details

- RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- RI.K.2** With prompting and support, retell familiar stories, including key details.
- RI.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RI.1.1** Ask and answer questions about key details in a text.
- RI.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1.3** Describe characters, settings, and major events in a story, using key details.
- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RI.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RI.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RI.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Key Ideas and Details

- RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.1.1** Ask and answer questions about key details in a text.
- RI.1.2** Identify the main topic and retell key details of a text.
- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.5.2** Determine two or more main ideas of a text and explain how they are supported.

Comprehension and Collaboration

- SL.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.

Presentation of Knowledge and Ideas

- SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Displaying the Main Idea Poster

Before displaying the **Main Idea Poster**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the *Poster* where students will be able to see and interact with it easily.

Introducing the Main Idea Poster

Ask your students to describe what is meant by *topic*, *main idea*, and *details*, and then review the definitions on the *Poster*. Introduce the *Poster* by using a dry erase marker to write the words *field trip* underneath the topic section and *A field trip can be more than just fun* underneath the main idea section. Tell students to imagine that they are reading a passage about field trips. Brainstorm some details they might expect to read in this passage, such as *Field trips can include hands-on learning* and *Field trips allow students to observe things for themselves*. Write their details on the *Poster*.

Explain that main idea and details can be found in both nonfiction and in fiction. Erase the field trip examples and read a passage from the students' reading book or from another fiction book. Ask students to listen for the topic, main idea, and details as you read, and then discuss each with students. Use the dry erase marker to record the information on the *Poster*.

Main Idea Practice

Copy and distribute the *Main Idea Poster Reproducible* to each student. Distribute copies of a text for the entire class to read. Read through the text and have students complete the reproducible. Ask students to share their work and use a dry erase marker to list their answers on the *Poster*. Discuss how each of their details supports their main idea.

For further practice, have students read books independently, complete the reproducible, and share their work with a partner or small group. Guide the partners or small groups in how to evaluate whether each other's main idea and details are correctly identified. This activity can also be used as a student reads an individual book and shares the main idea and details during a student-teacher conference.

Main Idea or Detail?

Copy and distribute the *Main Idea or Detail? Reproducible*. Remind students that every passage has one main idea and multiple details and that the details give more information about the main idea. Ask a volunteer to read the example set of sentences. Indicate that *Jazzy is a funny dog* gives readers a big idea (main idea) about Jazzy. The other two sentences offer more information (details) that elaborate on the statement that Jazzy is funny. Instruct students to choose the main idea for each of the sentence sets and to mark it with an *mi*. Details should be marked with a *d*. **Answers:** 1) *d, mi, d*; 2) *mi, d, d*; 3) *mi, d, d*; 4) *d, d, mi*; 5) *d, d, mi*; 6) *d, mi, d*; 7) *mi, d, d*; 8) *d, mi, d*; 9) *mi, d, d*

Ask for volunteers to read a sentence set, their selection for main idea and details, and why they made their selections.

Read and Mark

Copy and distribute the *Read and Mark Reproducible*. Explain that in each of the four passages, there is a main idea as well as several details. Direct students to read an entire passage first and then to mark the main idea by underlining it, and mark each detail by circling it.

Ask a volunteer to read the first passage. Then have another volunteer write his or her selection of the main idea and details on the *Poster*. Discuss the answers and how the details give more information about the main idea. Continue in this way for the other three passages.

Name: _____

Details

Sentences explaining
the main idea

Main Idea

A sentence identifying
the point that the text makes

Topic

One or two words
identifying the subject

Title

Author

Name: _____

Main Idea or Detail?

Directions: Read each set of sentences below. Next to each sentence write a *d* for detail or an *mi* for main idea. Remember that each topic will only have one main idea!

Example:

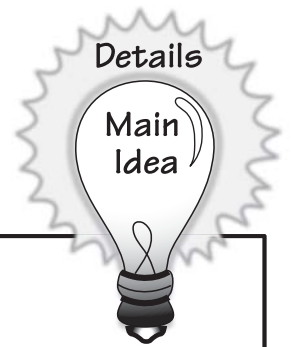
- d* Sometimes, Jazzy snores when he is asleep.
 d He barks at things like garbage cans and mail boxes.
 mi Jazzy is a funny dog.



1. _____ Rows and rows of books reach from the floor to above your head.
_____ A library is filled with many interesting and useful items.
_____ Atlases, encyclopedias, and computers are some sources of information.
2. _____ Fruit salad is a delicious example of a mixture.
_____ Juicy berries can be separated from chunks of pineapple.
_____ Each spoonful includes a variety of pieces of fruit.
3. _____ The family looked forward to their camping adventure.
_____ At night, they would tell scary stories around a campfire.
_____ Every day, they would hike on the forest and mountain trails.
4. _____ The vibrant colors brought the image to life.
_____ The shape of the creature looked amazingly real.
_____ Many critics considered the painting to be a masterpiece.
5. _____ They made posters to display in the hallways.
_____ They gave speeches to explain their ideas.
_____ The candidates were preparing for the election.
6. _____ Rocks are solids.
_____ Solids represent one state of matter.
_____ Ice cubes are also solids.
7. _____ My parents warned that a pet brings many responsibilities.
_____ Pets need lots of attention and love.
_____ They need to be fed every day.
8. _____ First, a letter must have a stamp attached.
_____ A letter goes through several steps before it arrives at its destination.
_____ Later, a letter is sorted for the correct carrier's truck.
9. _____ Cookies are made of several ingredients.
_____ Most cookies are made of flour, sugar, and eggs.
_____ Often cookies have raisins, nuts, or candy pieces as well.

Name: _____

Read and Mark



Directions: Read each of the passages below. Find the main idea and draw a line under it. Then find two supporting details and circle each detail.

[First Passage]

Seeds on the Move

Have you ever wondered how seeds get from one place to another? Seeds can travel in many ways. Sometimes, seeds are carried by the wind. Other times, a seed might cling to the fur of an animal and be carried to another place. Birds also eat seeds, and then they are left in a new place when the bird passes waste from its body. Next time you see a flower that is growing with no other flowers around it, you will know how that could have happened.

[Second Passage]

The Best Party

In less than two weeks, Emma Morgan would be 12 years old. She could hardly wait for her birthday party. Emma and her mother had planned everything so that it would be the best birthday party ever. Several of Emma's friends were coming to stay all night. They had permission to stay up late. Emma's mother had rented a funny movie and a movie about two puppies for the girls to watch. Dad said that he would bring donuts the next morning. Emma knew it would be the best birthday party ever.

[Third Passage]

A Bad Day for Stormy Weather

Even before his brother called for him to get up, Daniel was wide awake. He could not believe his ears. The rumbling sound from the sky was getting louder and louder. He looked out the window and noticed that the sky was dark and cloudy. Daniel remembered that today's weather forecast was for scattered thunderstorms. A few giant drops plopped one by one on the sidewalk. How could it rain today of all days? He hoped that the weather would not interfere with the class field trip.

[Fourth Passage]

Deciding to Act

For a while before the American Revolution, England ruled the colonies in the present-day United States. The colonists considered many things before starting the American Revolution. Entering a war was not a decision to be made lightly. The colonists were tired of paying unfair taxes. They thought that it made more sense to have a government that was not from across the ocean. Finally, the American Revolution began in 1775.