



Key Ideas and Details: Critical to Reading Comprehension

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Welcome!

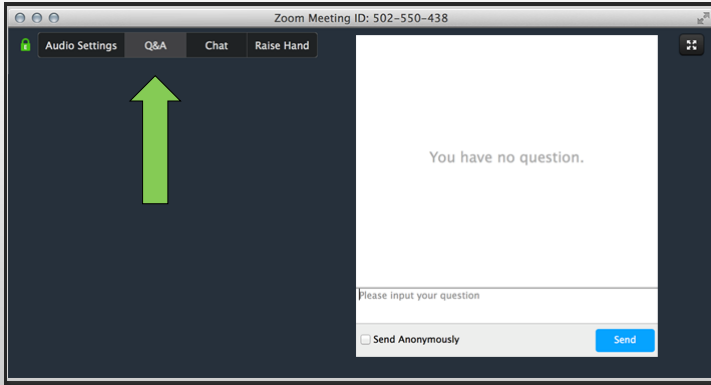


Bonnie Goonen
National Consultant for
Florida IPDAE
407-361-1375
bgoonen@gmail.com




Webinar Tips to Remember

- If you have a question, please type it into the **Q&A** option.




- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Objectives




In this session, we will explore:

- How instruction in key ideas and details helps students to comprehend written text
- What strategies are effective for locating the main idea and significant details
- Resources for the classroom

Don't forget the guiding questions!


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What's the Point?

Engineers create wealth for society. So, tennis is a game and the resources of the earth are scarce. Have you gone mad? Therefore, the only solution is to educate the public on being socially responsible.

Does this make sense?



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What's the main idea?


A child with Asperger's Syndrome may move into the personal space of others, failing to recognize body language and even verbal cues that he or she has transgressed. Friends and new acquaintances alike may be acknowledged with tight and enthusiastic hugs. Bypassing typical greetings like "Hi, how are you?" an older child with Asperger's may launch into discourse on the latest topic of concern. This narrow special interest (e.g., Civil War maritime strategies, accuracy of train schedules) may be age-inappropriate (e.g., "Power Rangers" cartoons at age 16) or boring, but a child with this disorder will often continue to clarify, oblivious to disinterest, "looks," or snickers from the people close by.

Which of the following statements best expresses the main idea of the paragraph?

- A. Asperger's Syndrome is a disorder that affects an afflicted child's social interactions.
- B. Asperger's Syndrome is a disorder that affects many different aspects of an afflicted child's life.
- C. Asperger's Syndrome is a disorder causing an afflicted child to have narrow special interests that are often age-inappropriate.
- D. Asperger's Syndrome is a disorder causing an afflicted child to act especially reserved around new experiences and people.

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What do you think?



What's the difference between a topic sentence, a key idea, a main idea, and a central idea?

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Let's start with topic sentences?


Topic or topic sentence

- What the text is about – the subject or topic
- The topic sentence is often first, but could be in any position in the paragraph.
- A topic or topic sentence is not the same thing as the main or central idea!



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What do you think?

CENTRAL IDEA = MAIN IDEA = KEY IDEA

- The “big idea” or “so what” of the text; the point the author is trying to get across
- Stated or inferred
- Central idea refers to informational texts; main idea to literary/fictional texts; key idea used interchangeably

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Formula for Finding the Main Idea


Subject or Topic
+
What the author says
about the subject or topic
(supporting details)

= The Main (Central) Idea



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**Prior Knowledge/
Common Misunderstandings**

Prior Knowledge/Skills Needed

- Students need to be able to
 - Distinguish fiction from nonfiction
 - Identify the author's key points
 - Summarize text
 - Comprehend text
 - Identify supporting details

Common Misunderstandings

- Students
 - Have difficulty determining what essential information is
 - Often misinterpret details as being the main idea
 - May see the main ideas as simply what the text is about

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**Prior Knowledge/
Common Misunderstandings**




The comic strip shows two students, a boy and a girl, sitting at a desk. The boy asks, 'I CAN'T FIGURE OUT WHAT THE MAIN IDEA IS FOR THIS ARTICLE WE READ IN CLASS.' The girl responds, 'WELL, WHAT'S IT ABOUT?' The boy then says, 'HURRICANES.' The girl asks, 'WHAT ABOUT HURRICANES?' The boy then explains, 'OH, JUST HOW DESTRUCTIVE THEY CAN BE AND HOW MUCH DAMAGE THEY CAN DO...' The girl responds, 'WELL, THERE YOU GO, THAT'S YOUR MAIN IDEA!' Red arrows indicate the flow of the conversation and the misunderstanding.

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What are supporting details?




Supporting details are the information or evidence that clarifies the reader's understanding of the most important points the author is trying to make.

Types of Details

- Major details explain the main idea
- Minor details help make the major details clear

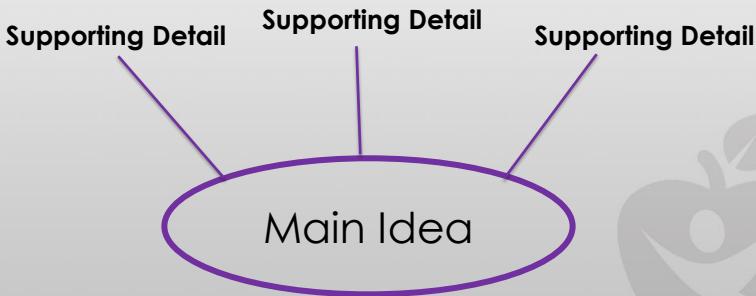
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They Connect!

- What the author says about the subject
- Reasons, examples, other kinds of evidence that develop and support a main idea



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**Prior Knowledge/
Common Misunderstandings**

Prior Knowledge/Skills Needed

- Students need to be able to
 - Comprehend text
 - Determine main ideas

Common Misunderstandings

- Not all information in text(s) is considered supporting details. Authors sometimes provide additional details that are not essential to the understanding of the main idea

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What do you think?




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- What is the main idea?
- What is the frog's support?

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Why do I need to teach this?



Questions about the "main idea" of a passage are popular on reading comprehension tests, but sometimes, those questions are pretty difficult to answer, especially for students who are not completely sure they understand what the main idea or supporting details really are. Finding the main idea of a paragraph or longer passage of text is one of the most important reading skills to master, along with concepts like making an inference, or determining supporting details, or finding the author's purpose, or understanding vocabulary words in context.

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Overview of TABE® 11/12 Reading Content Areas

	Level L	Level E	Level M	Level D	Level A
Phonological Awareness	23%				
Phonics and Word Recognition	23%	16%			
Key Ideas and Details	28%	37%	47%	47%	47%
Craft and Structure	16%	32%	42%	38%	42%
Integration of Knowledge and Ideas	10%	15%	11%	15%	11%

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Level A	
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RST.1	Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations and procedures.
9-10.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
11-12.RST.2	Determine the main ideas and supporting details presented in diverse media and formats, including digital media; summarize complex concepts, issues, events, and processes in a text by paraphrasing them in simpler terms.
11-12.RST.2	Analyze a sequence of events and explain how events interact and develop over the course of the text.
9-10.RH.3	Analyze a series of events described in a text; determine whether events are causally related and support each other or simply precede one another.
9-10.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

**Key Ideas and Details
are important!**

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Question Samples

Part A
How does the author provide effective support for the main idea of the article?

A. The author states that buying local supports the local economy.
B. The author states that there are problems with local chain stores.
C. The author compares the local shopping trends of Americans with Europeans.
D. The author compares American local chain stores with European markets.

Part B

7. Part A

Which of these is the main idea of the article?

A. People have been fascinated by whales for a long time.
B. Whale watchers are also happy to see other sea life such as seals and seabirds.
C. Whale watching is a popular activity that gives people the chance to see whales in the wild.
D. For just a few dollars, families can take a whale-watching boat into the ocean to see whales.


Part B

Which sentence from the article best supports the answer to Part A?

A. "For thousands of years, whales have fascinated humans."
B. "For \$1, people could ride out into the ocean in hopes of seeing whales close-up."
C. "Suddenly, a blue whale was right next to me!"
D. "Whale watchers also may catch a sight of sea lions, seals, seabirds, and fish."
E. "Whale watching gives people a unique chance to see whales in their natural surroundings."

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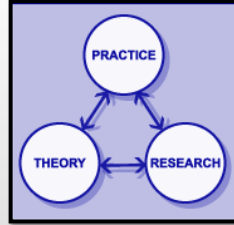
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Getting Started in the Classroom:
Research to Practice


To effectively integrate research into practice, provide

- Explicit instruction
- Strategy instruction
- Scaffolded instruction
- Intensive instruction
- Structured/segmented instruction



McShane, Susan. Applying research in reading instruction for adults: First steps for teachers. (2005). National Institute for Literacy: The Partnership for Reading. Retrieved from the World Wide Web at: <http://www.nifl.gov/partnershipforreading/publications/html/mcshane/index.html>

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7 Steps to Unpack the Main Idea

Big Idea 1: Identify Key Words

1. Identify the key words of a sentence
2. Identify key words or topic of a paragraph

Big Idea 2: Find Explicitly Stated Topic Sentences


3. Identify the topic sentence of a paragraph
4. Recognize the explicitly stated point of a paragraph or longer text

Big Idea 3: Inferencing

5. Infer the main idea of a sentence
6. Infer the main idea of a paragraph
7. Infer relationships among ideas in related paragraphs from longer selections

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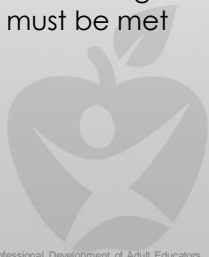
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Topic vs. Main Idea

The physical environment of a classroom is extremely important because it can influence the way teachers and students feel, think, and behave. If a student feels pressured, under stress, unhappy, or unsafe, it would be impossible for her or him to learn the lessons planned by the educator. Likewise, if a teacher feels unhappy or disorganized because of the classroom's lack of order or detail, the ability for her to teach is greatly diminished. The environment of a classroom serves four basic functions: security, social contact, pleasure, and growth. For real learning and teaching to take place, all four of those needs must be met by the class space.

- What's the topic?
- Is it also the main idea? Why or why not?
- Is the main idea stated or implied?


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Topic vs. Main Idea

Often when it rains, a particular dreariness descends upon the earth. Most people hide out in their houses sending forlorn glances out the window. Animals scamper off to nooks and crannies, poking their heads out to timidly sniff the air for signs of dry weather. Despite the pellets of water cascading from the sky, an occasional brave soul will venture out for a jog in the drizzle or a bird will chirp merrily in a mud puddle, dismissing the downpour. Some people call these adventurers crazy, but others celebrate the willingness of these individuals to embrace negativity and turn it into something positive.


- What's the topic?
- Is it also the main idea? Why or why not?
- Is the main idea stated or implied?

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Teach signal words

Use signal words to look for supporting details




- Several kinds of
- A number of
- Four steps
- A series of
- A few reasons
- Several advantages
- For example
- Because

Wkbook pp. 6-8

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Scaffold Instruction – The Process

1. Help students identify key (signal) words found within a single sentence. What is the sentence about?
2. Guide students to be able to identify key (signal) words in a single paragraph. What is the paragraph about?
3. Reveal short passages that each have a literal main idea sentence. (Be sure to find examples that have the topic sentence and main idea in various positions in the paragraph.)
4. Move from the literal to the inferential. Have students determine the implied main idea within a single paragraph.
5. Slowly increase the length of the passage from one paragraph to multiple paragraphs, each time asking students to determine the implied main idea.

NOTE: There is no sense reading longer texts if students can't infer main idea in shorter ones.

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Cartoons – A good way to start with implied main ideas


What is the implied main idea of the cartoon?

Implied Main Idea - Lindsay Stephenson
<https://www.youtube.com/watch?v=Vbqz6KqVQGo>



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Scaffold Instruction for Supporting Details

How to Identify Supporting Details

- **Step 1: Identify the topic.** "What is this about?"
- **Step 2: Identify what the author is saying about the topic.** "What does the author want me to know about the topic?"
- **Step 3: Identify details that support or explain the main idea.** Take the answer from Step 1, add it to the answer from Step 2. Find a phrase or sentence in the reading that most closely matches your answer (or infer the main idea if needed). "What else in the reading helps me understand the author's main idea? Determine what type of supporting details are used. To identify minor supporting details, ask of each major detail, "What else in the paragraph helps me to understand this major supporting detail?"


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Teach students different types of supporting details

- Sensory Details
- Examples
- Anecdotes
- Facts and Statistics
- Expert Testimony/Opinion
- Reasons
- Personal Experiences




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Cartoons – A good way to start with supporting details



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“This morning I almost didn’t get a doughnut, later somebody put me on hold for three minutes, and then I got a paper cut! My job is unbearable!”

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In the cartoon, the man’s main idea is that his job is unbearable. What support does he give for his idea?

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Identify supporting details


Mark Twain was one of America's funniest writers. One day he visited a barbershop. The barber said that Mark Twain would be performing in town that night. Twain, not letting on who he was, asked if tickets were available. The barber said only standing room was left. "Just my luck," sighed Twain. "I always have to stand whenever that fellow gives a lecture."

Which type(s) of details are used?

- ✓ Sensory Details
- ✓ Facts and Statistics
- ✓ Examples
- ✓ Anecdotes
- ✓ Expert Testimony/Opinion
- ✓ Personal Experiences
- ✓ Reasons

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Summarization – A specific and technical skill

Effective summarization improves a student's

- Reading skills as the main idea and details of a reading are determined
- Vocabulary skills as paraphrasing/revision skills are implemented
- Critical thinking skills as what to include in the summary is analyzed and evaluated
- Writing skills as drafts are edited
- Cooperative learning as peers assist in the writing process and revision


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Summarizing – The Important Ideas in Different Text Types

British Pass Stamp Act – March 22, 1765




Hoping to raise sufficient funds to defend the vast new American territories won from the French in the Seven Years' War, the British government passes the notorious Stamp Act in 1765. The legislation levied a direct tax on all materials printed for commercial and legal use in the colonies, including everything from broadsides and insurance policies to playing cards and dice.

Though the Stamp Act employed a strategy that was common in England, it stirred a storm of protest in the colonies. The colonists argued that Parliament could not impose taxes upon them without their consent. Believing this right to be in peril, the colonists rioted and intimidated all the stamp agents responsible for enforcing the act into resignation.


Not ready to put down the rioters with military force, Parliament eventually repealed the legislation. However, the fracas over the Stamp Act helped plant seeds for a far larger movement against the British government and the eventual battle for independence.

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What is Paragraph Shrinking?

- Identify and state the main idea
- Name the who or what
- Tell the most important thing about the who or what (why, when, where, how)
- Say the main idea in 10 words or less



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The Important Ideas – Another Technique

Have students

- Read the assigned text
- Turn the text over
- Identify three or more important ideas that they learned from the passage
- Write the ideas on the board or on the handout
- Develop a sentence 15-20 words in length that combines the ideas into one effective sentence
- Share the sentences
- Find the main idea from the summary sentences

Summary Chart – Non-Fiction

Important Idea

↓

Important Idea


↓

Important Idea

Summary:

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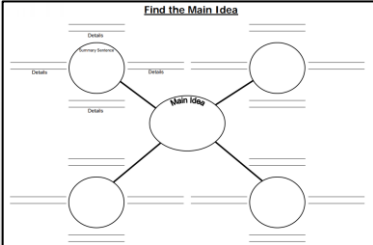
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Backwards Graphic Organizer: Take It to the Next Level


- Provide students with a text
- Have students pause at each paragraph. Then ask, them to use a web graphic organizer *backwards*.
- This means that students must *begin by writing the details* for each section or paragraph
- Next, have students write a summary sentence with those details
- Finally, have students find the main idea based on the summary sentences and write a main idea sentence
- Have students share their main ideas

Find the Main Idea



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Use Question Stems

- Which sentence best (describes, states, reflects) the main idea of the text (story)?
- What is the main idea of this text (passage, story, poem)?
- What does the text show about _____?
- What should the reader hope to understand about _____ after reading this text?
- Which sentence best summarizes what happens in the text?
- What is (character's name) main goal in life?
- Which sentence best characterizes (character's name) attitude toward _____?
- According to the author, which word best describes _____?
- What is another good title for this passage about _____?
- Explain why the author titles the selection _____.


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Quick Review

Teach students how to:

- Identify the topic/subject
- Identify key words
- Look at the first and last sentences of the passage
- Look for repetition of ideas
- Determine major and minor supporting details
- Identify and evaluate types of details
- Determine the main idea (stated and inferred)
- Summarize the passage




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Quick Review

- Help students build their own questioning skills
- Help students to recognize and apply the different terms
- Integrate identifying key words and summarizing skills into all contexts
- Model, read-aloud, think-aloud, guide practice activities
- Use text from various content areas – at least 75% nonfiction

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Help Students Avoid Main Idea Mistakes

Selecting an answer that is

- Too narrow in scope
- Too broad
- Complex, but contrary to the main idea

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WHERE CAN I LOCATE MORE LESSONS AND ACTIVITIES?


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Resources

- E-Reading Worksheets. Main Idea Worksheets
<https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/>
- ReadWorks. Main Idea/Details Worksheets.
https://www.readworks.org/rw/articles-teach-main-idea#!s0:l,33/q:/g:/t:/s:/k:33/cid:/pt:A/features:/staff_picks:/se!:/
- Find the Main Idea Worksheets – Kelly C. Roell
<https://www.thoughtco.com/find-the-main-idea-worksheets-3211754>



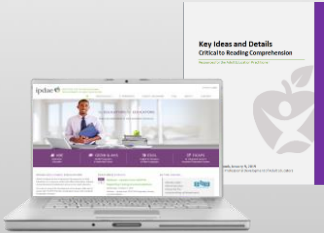
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Resources

Check out a lesson plan from Florida IPDAE on main/central ideas and supporting details . . .



floridaipdae.org

ABE Lesson Plans
Finding the Central Idea and Supporting Details
http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Reading_Finding_the_Central_Idea_and_Supporting_Details.pdf

Stay Tuned for . . .

- Author's Purpose and Themes
- Figurative Language
- More . . .

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Please complete this quick survey.

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Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours."

John Locke

Thank You!

Always here to assist!

Bonnie Goonen
bgoonen@gmail.com
407-361-1375 (cell and text)