**Identifying the Main Idea Using Scaffolded Instruction**

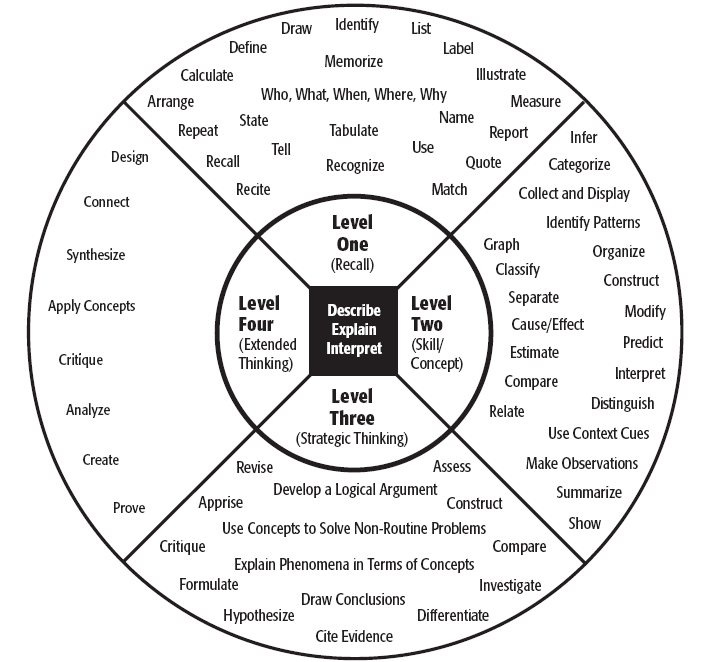
**Handout #15**

|  |  |
| --- | --- |
| Standard(s): RI.4.2 | Instructional Shift(s) and Explanation: Evidence: this requires students to answer questions based on their understanding of having read a text. |
| Length of Lesson: 2 hours | **EFL’s Targeted: 4-5** |
| Materials and Resources Needed: | |

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | DOK Level(s) | Activity(ies) | Assessment(s)/Check(s) for Understanding |
| To determine the main idea of a text and explain how it supported by key details | 2 | Read a selected text or passage and highlight main idea in red. Highlight supporting details in yellow  Students read one paragraph and write what was remembered. | Students switch papers with partner for discussion. Students orally give their responses. Worksheet assessment.  Additional material for further study. |
|  |  | Students highlight the main idea of an article from a current newspaper. |  |
|  |  |  |  |

*\*Objectives should be tied directly to DOK Levels, an activity, and a form of assessment.*

|  |
| --- |
| Lesson Flow |
| Warm Up/Introduction: A sheet of paper is given to the first student in the row. First student writes two sentences and passes it back to the next student. This student writes supporting sentences to help develop a good paragraph. Each row does their own paragraph development. Students then share their paragraph with the class. Divide students into two or three rows. Give each row the same ‘Topic Word’. Have the first student make a sentence using the topic word. Pass this sentence to the next student and have him build upon this topic sentence by adding another sentence. Each row will do their own paragraph development. Students then share their paragraph with the class. |
| Direct Instruction/Classroom Activities: TABE Reading – Level D Identifying the Main Idea Pages 135 – 138.  Class discussion will define the words ‘main idea’ and the strategies of how to find or identify the main idea in a passage.  Direct instruction is initially given to get the concept across, and then transition to group work as student become skilled at choosing the main idea.  Briefly discuss importance of “ standards” and how they relate to a specific goal (lesson).  Discuss terminology: main idea, topic, thesis. |
| Recommended Strategies: \* Students will identify key words - within a paragraph.  \*When finding the main topic of the -complete paragraph, have students ask themselves “What does the author say?” and, “Why does he say it?”  \*Once class has accomplished identification of the main idea, use passages with higher level of reading to challenge students on finding the main idea.  Demonstrate college level papers and the importance of a thesis. |
| Differentiation options: Depending on the level of students within an IDOC setting, break down the class into three sections.  Lower level - Big Idea 1- Identify Key Words  -  2.In a paragraph  Big Idea 2 – Find Explicitly Stated Topic Sentences  3. At the beginning of a text  4. In the middle or at the end of a text  Big Idea 3: Analyze Inferences  -  6. In a paragraph  7. In related paragraphs and longer texts |
| Assessments: Teacher worksheet.  Have students write a short essay on one of the topics written on the board. Have students underline their own main idea and double underline their supporting sentences . |
| Independent/Distance/Homework Options: Teacher can utilize is to have students use sticky notes to record three to five key details of the paragraph or the passage. This can be done during independent time and discussed in small groups or when the class comes together as a whole. The teacher can assist  Give students TASC level readings finding the main idea to give them an opportunity to experience the importance of identifying the main idea. If students find this too difficult picking out the main idea when reading long essays, shorten essays and then proceed to identify the main topic. |

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&docid=p30Z6fLBnETREM&tbnid=3BiBjse4ExeIOM:&ved=0CAUQjRw&url=http://theteachablemoments.wordpress.com/2012/03/08/dok-is-not-a-verb-and-it-is-not-blooms-taxonomy-in-a-circle/&ei=2VOYU-r5CtLNsQSpn4LgCA&bvm=bv.68693194,d.cWc&psig=AFQjCNEhpUPWlItP8Z9C6ZJLXC_1E7v7uA&ust=1402578252955798)**Lesson Planning Resources**

**Webb’s DOK Levels:**

DOK Level 1: Recall and Reproduction

DOK Level 2: Skills/Concepts

DOK Level 3: Strategic Thinking

DOK Level 4: Extended Thinking

*Every lesson delivered should hit more than one DOK level. For a more detailed explanation of DOK and a comparison to Bloom’s Taxonomy click* [*here*](http://blogs.mtlakes.org/curriculum/files/2012/10/Screen-Shot-2012-10-21-at-4.57.09-PM.png)*.*

**Standards & Instructional Shifts:**

Indiana Adult Education is using the College and Career Readiness Standards for Adults developed by OCTAE. You can access a copy of the standards [here](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) to assist you in identifying the standards aligned to and the instructional shifts targeted in your lesson plan

**A note about this lesson plan template:**

This lesson plan template was created in 2012 and revised in 2014 to better reflect standards based education and assessment changes. The original was designed by Indiana Adult Education Teachers during a statewide teacher meeting. In addition to identifying the required “components” of a lesson plan, teachers also contributed a list of “characteristics” of good lesson plans: *engaging, fun, visual examples, accommodates for learning styles, clear and concise, flexible within structure, allows for student ownership, includes modifications and adaptations, evokes passion, builds on previous knowledge, and appropriately reflects its audience.*