**RW3. Main Idea**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT NOTE: Sections 1-4 in the SDLA must be completed before meeting with a tutor and receiving a stamp. Write/type and record all your answers on this handout.**

**After completing this SDLA, you will be able to:**

* Identify the main idea and supporting details in a paragraph and a story
* Read and complete a graphic organizer with the main idea and supporting details of a story

**Sections 1-4 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Understanding the Main Idea and Supporting Details**

**Has this ever happened to you?** There was a new movie you wanted to see, but your friend already saw it. You asked your friend what the movie was about, and your friend took *one hour* to explain the entire movie to you. That was way too long! Instead, your friend should’ve just told you what the main idea of the movie was. After all, the main idea is all you really need to know in order to decide if you want to see the movie. Recognizing main ideas is not only important in movies, but it is also important when reading stories.

When you’re reading, the main point of a story is called the main idea (or gist) because it is the most important piece of information an author wants you to know. Actually, most native English speakers read to understand the main idea first because it helps them organize the information in a story. Also, unlike your friend who took an hour to explain the main idea of the movie, you should be able to explain the main idea of a story in one or two sentences.

All of the other information that explains the main idea is called the supporting details. The supporting details are specific while the main idea is general. These supporting details provide **more information** or **examples** that help the reader understand the main idea more clearly. The picture of the stool can help you understand how the supporting details in a story support the main idea.

Supporting Details

Supporting Details

Supporting Details

Main Idea

Main Idea

Image: www.clker.com

**Section 2: Identifying the Main Idea and Details**

**Read the following paragraph. As you are reading, think about the main idea and supporting details.**

 A penny for your thoughts? If it’s a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II. As a result, the 1943 copper penny is very rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it’s not being used, it could easily be worth $25,000 at an auction. Now that’s a pretty penny (ereadingworksheets.com).

**Think of the Main Idea as an Umbrella Idea:** *In this paragraph, there is 1 main idea and 2 supporting details. Below is a graphic organizer that shows the main idea and supporting details. Read the paragraph about pennies, and circle the best answer to make the statements in the graphic organizer correct.*

**Main Idea:**

1. Rare pennies can be worth a lot of money.
2. Rare pennies are not worth a lot of money.

**Supporting Detail 1**

The 1943 copper penny could be worth:

1. $50,000.
2. $500,000.

**Supporting Detail 2**

The 1955 double die penny could be worth:

A. Two thousand five hundred dollars

B. Twenty-five thousand dollars

**More Information 1**

These pennies were made of:

1. steel not copper.
2. copper not steel.

This makes them very rare.

**More Information 2**

These pennies were stamped:

1. once with dates and letters.
2. twice with dates and letters.

This makes them very rare.

**How did you do? Check your answers below:**

Image: www.clker.com

Main idea: A, Supporting detail 1: A, More information 1: B, Supporting detail 2:B, More information 2: B

**Read the following paragraph. As you are reading, think about the main idea and supporting details. Fill out the graphic organizer below when you are finished.**

It is estimated that over 550 million pounds of candy is sold in the U.S. each year. About twenty million pounds of this is candy corn. Brach’s, the top manufacturer, sells enough candy corn to circle the earth 4.25 times. That’s a lot of candy corn, but that’s nothing compared to Tootsie Roll production. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry’s staple product, chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that’s a mouthful! (ereadingworksheets.com)

**Main Idea:**

**Supporting Detail**

**More Information**

**Supporting Detail**

**Supporting Detail**

**More Information**

**More Information**

**\*Notice this paragraph has 1 main idea and 3 supporting details.**

**Section 3: Reading and Outlining**

**A: Reading:** Go to [**http://tinyurl.com/qczv2gh**](http://tinyurl.com/qczv2gh) to pick a story to read. Find the story you want to read and click on “reading comprehension.” You will read the story and fill out the main idea and supporting details in the graphic organizer below. For extra practice, you can answer the questions about the story on the website. The stories below are recommended based on your ESL Level, but you may choose any story that interests you.

**Recommended stories by level:**

|  |  |
| --- | --- |
| Level 1 | *A Special Christmas Present* |
| Level 2 | *Two Sisters and the Cat* |
| Level 3 | *Nasreddin’s and the Pot*  |
| Level 4 | *Romulus and Remus* |
| Level 5 | *Tarzan of the Apes* |
| Level 6 | *The Wild Life* |

**Main Idea:**

**Supporting Detail**

**More Information**

**Supporting Detail**

**Supporting Detail**

**More Information**

**More Information**

*If you complete the chart above and want extra practice, you may choose another story to read.*

**Section 4: Student Self-Assessment**

*Complete this self-assessment before meeting with a tutor.* **Now that you’ve completed sections 1 to 3, check**

![C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif]() **the things you can do:**

* I can identify the main idea in a paragraph.
* I can identify the supporting details in a paragraph.
* I can identify the main idea in a story.
* I can identify the supporting details in a story.

**DON’T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.**

**Section 5: Practice with a Tutor!**

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. You will talk about the main idea and supporting details in the story you read. You may also ask the tutor any questions that you might have.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | **3 Points** | **5 Points** |
| **Content**  | Not enough information provided about the main idea and details.  | Sufficient information provided about the main idea and details.  | All necessary information was provided about the main idea and details.  |
| **Skill: Speaking**  | Student’s speech is unclear and requires frequent listener effort.  | Student’s speech is generally clear but requires occasional listener effort.  | Student’s speech is clear and smooth and requires minimal listener effort.  |
| **Oral Fluency**  | Speaks in incomplete sentences that do not flow.  | Speaks in complete sentences some of the time with frequent pauses.  | Speaks in complete sentences with occasional pauses most of the time.  |
|  |  |  | **Total points: /15**  |

**\*Students must receive at least 10 points to move on.**

**Tutor Recommendations:**

|  |  |
| --- | --- |
| * **Congratulations! Move on**

*Student has successfully completed this SDLA and is ready to continue to the next.* | * **Repeat**

*Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.* |

**Tutor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**