



# Comprehension

C.015

Expository Text Structure

Detail Delight



## Objective

The student will identify details in text.



## Materials

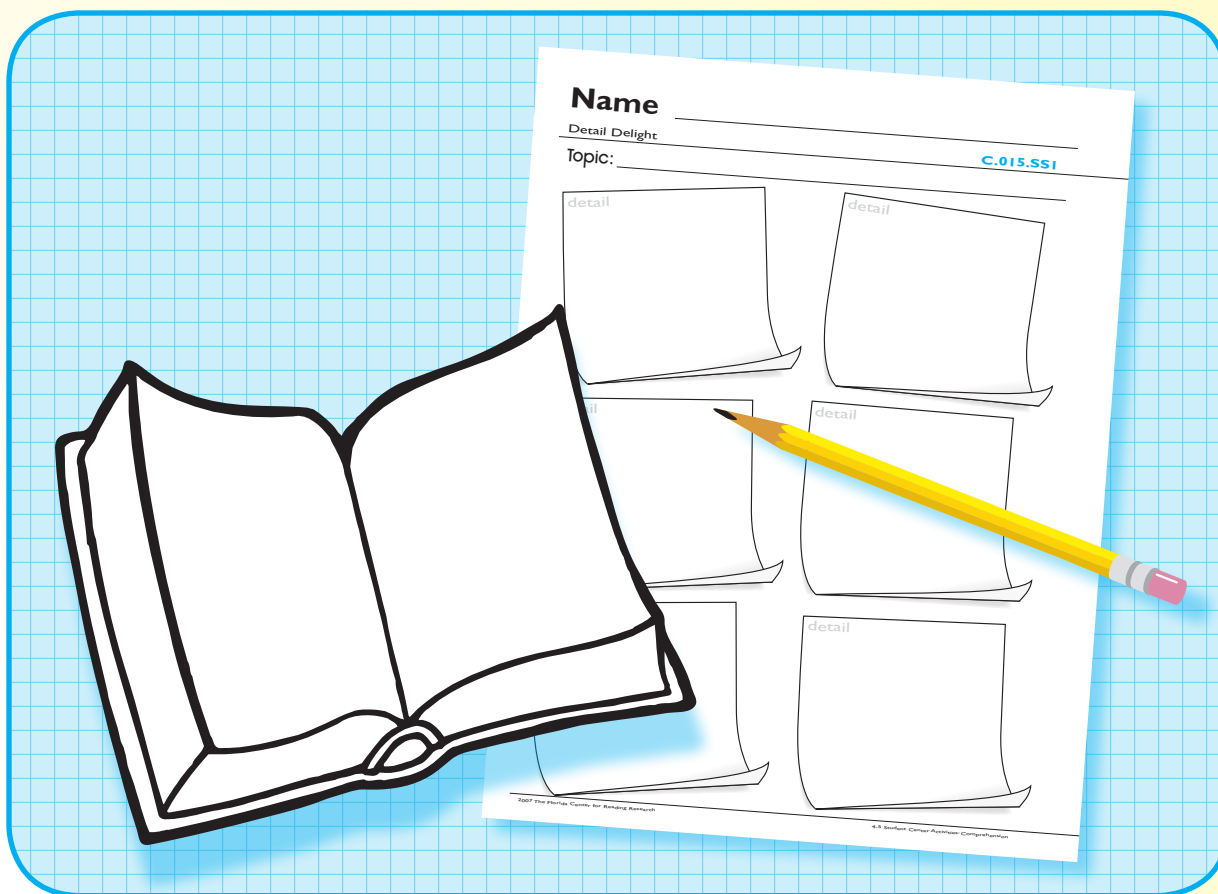
- ▶ Expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.015.SS1)
- ▶ Pencil



## Activity

Students locate and record details in expository text by completing a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the topic on the student sheet.
4. Writes details from the text in the designated areas.
5. Teacher evaluation



## Extensions and Adaptations

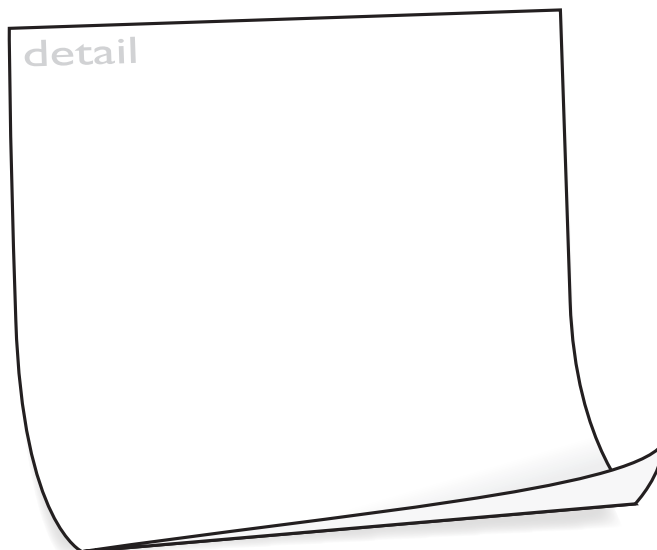
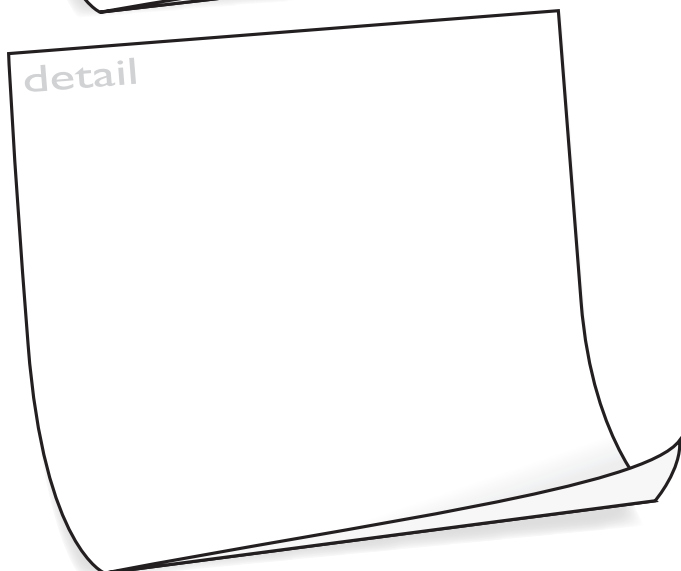
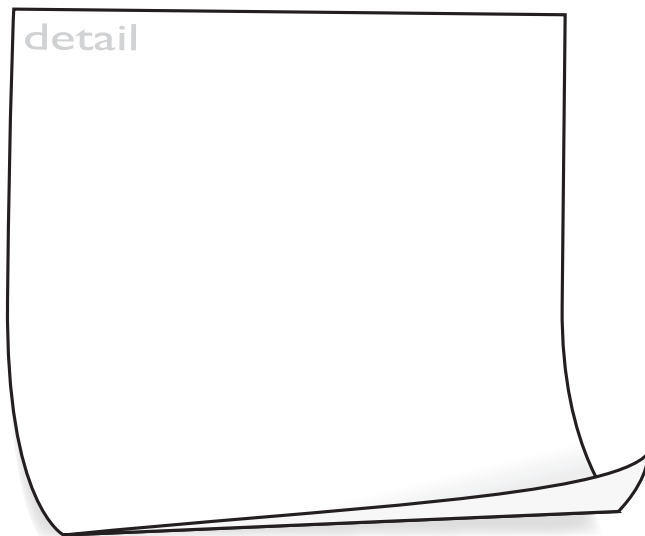
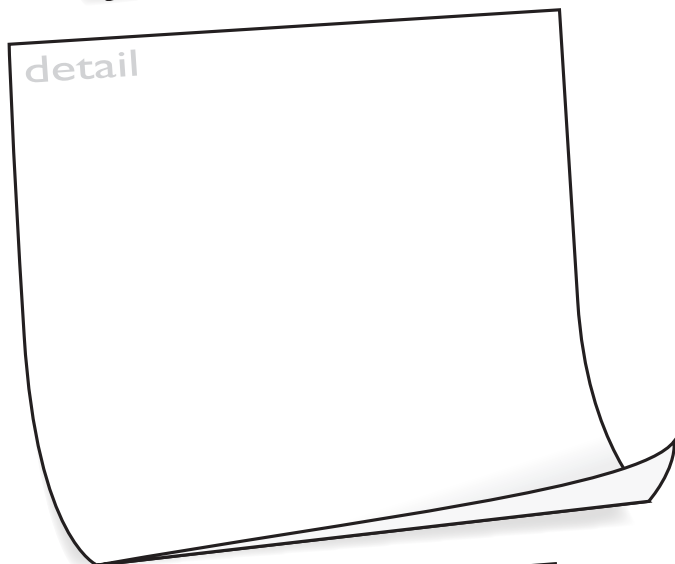
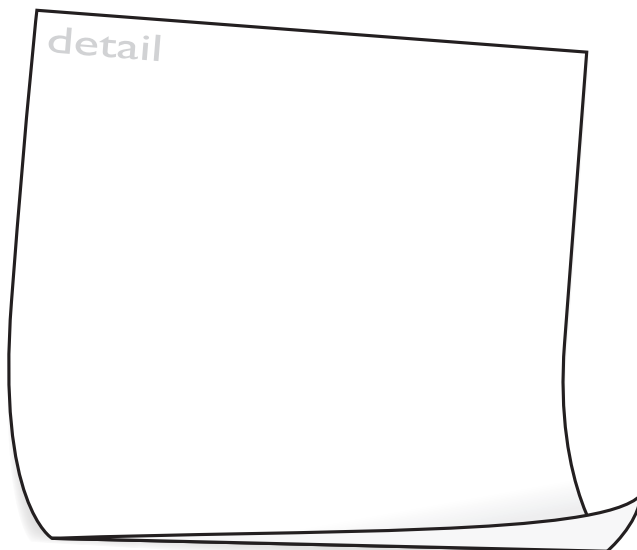
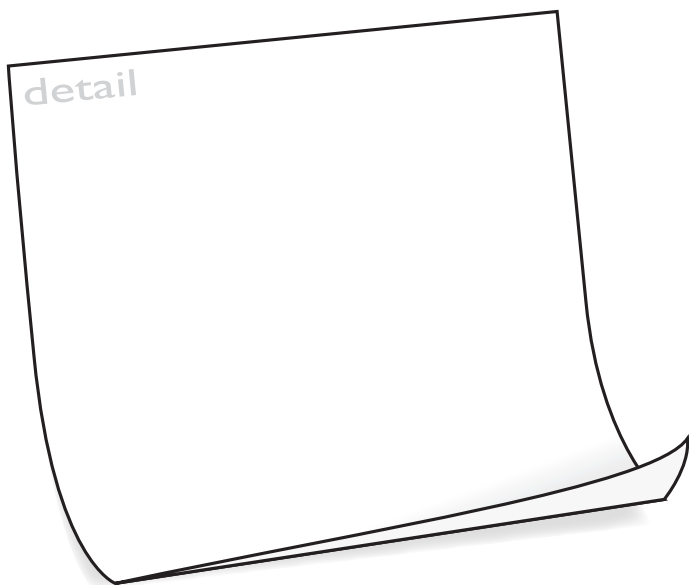
- ▶ Discuss details with a partner.
- ▶ Use other graphic organizers to record details (Activity Masters C.015.SS2 and C.015.SS3).
- ▶ Compare similar and different details between two different topics by using a graphic organizer (e.g., Civil War and World War II) (Activity Master C.015.SS4).

# Name \_\_\_\_\_

Detail Delight

**C.015.SSI**

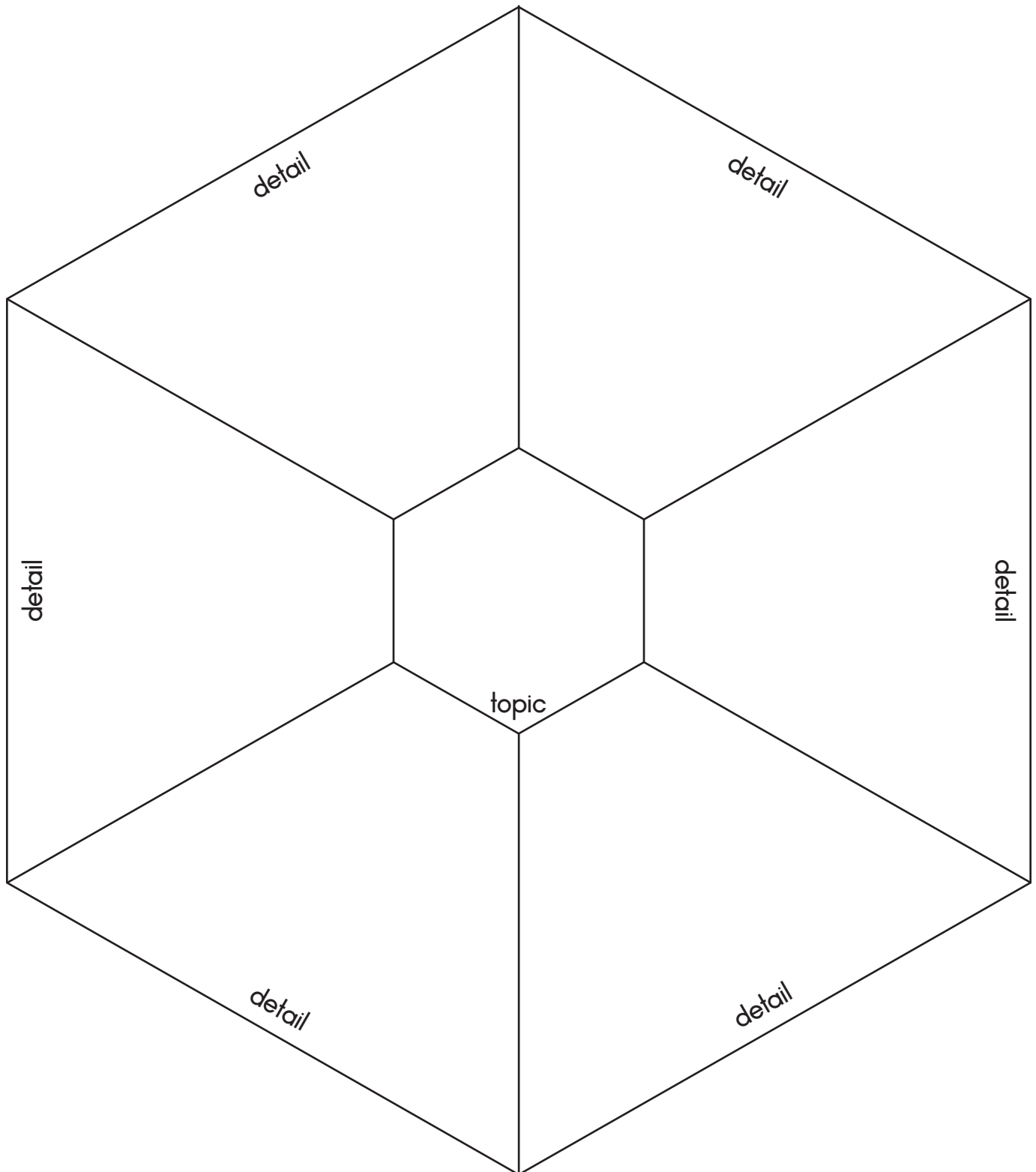
Topic: \_\_\_\_\_



Name \_\_\_\_\_

C.015.SS2

Detail Delight



# Name \_\_\_\_\_

Detail Delight

C.015.SS3

Diagram illustrating a graphic organizer structure for 'Detail Delight'.

The structure consists of a large rounded rectangle at the bottom labeled **Topic** on its left side. Four arrows point upwards from the top of the 'Topic' box to the bottom of four separate rounded rectangles arranged in a row above it. Each of these four boxes is labeled **Detail** on its left side.

Name \_\_\_\_\_

C.015.SS4

Detail Delight

Topic: \_\_\_\_\_

--	--	--	--	--	--	--	--	--	--

similar details

Topic: \_\_\_\_\_

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

# Comprehension



## Expository Text Structure

C.016

### Distinguishing Details

#### Objective

The student will identify significant and minor details in text.

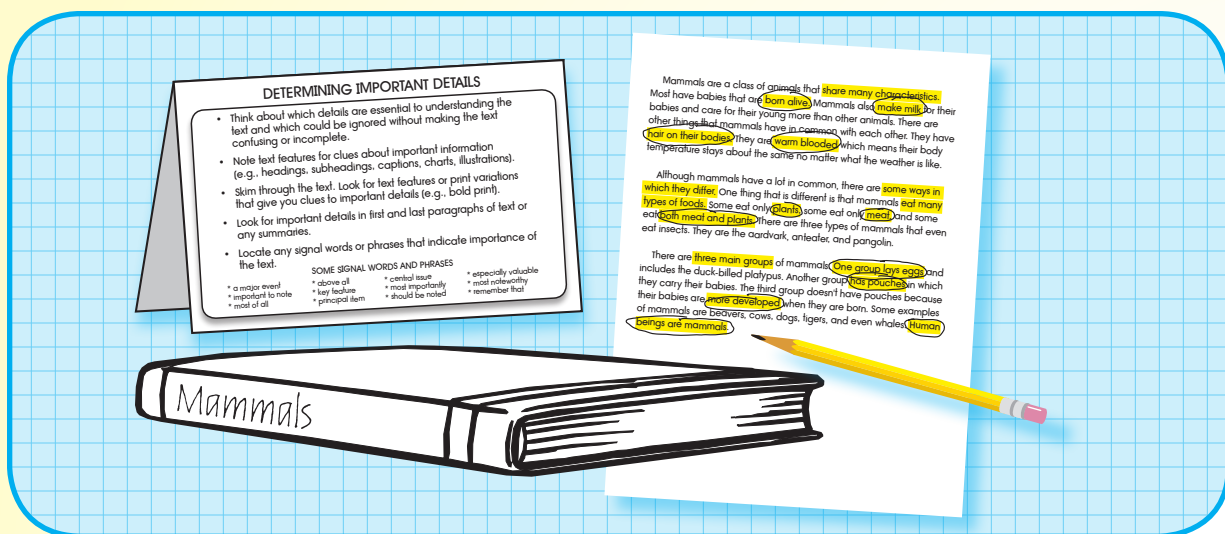
#### Materials

- ▶ Expository text  
*Choose a one-page passage within students' instructional-independent reading level range.*
- ▶ Highlighter
- ▶ Determining Important Details tent card (Activity Master C.016.AM1)  
*Copy on card stock, cut out, and fold in half.*
- ▶ Pencils

#### Activity

Students determine important details in text.

1. Provide each student with a copy of the text and a highlighter. Place tent card so that each student can read one side. Provide a third copy of the text for students to complete together.
2. Students read or review the entire text independently.
3. Use the highlighter to mark all details (e.g., keywords, phrases, sentences) without marking the entire text.
4. Determine which of those are essential to understanding the text and which details could be ignored without making the text confusing or incomplete. Refer to the Determining Important Details tent card, if necessary.
5. Use a pencil to circle those details that are considered essential or important.
6. Discuss what was circled. Decide together which of these details are essential or important.
7. Use third copy of text to mark agreed-upon details with the highlighter and pencil.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Rank order details with the most important listed as number one (Activity Master C.016.SS1).
- ▶ Attach blank transparency to text page and use Vis-à-Vis® marker to note important details.
- ▶ Use graphic organizer to indicate significant and minor details (Activity Master C.016.SS2).

* a major event	* above all	* central issue	* especially valuable
* important to note	* key feature	* most importantly	* most noteworthy
* most of all	* principal item	* should be noted	* remember that

## SOME SIGNAL WORDS AND PHRASES

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

## DETERMINING IMPORTANT DETAILS

## DETERMINING IMPORTANT DETAILS

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

## SOME SIGNAL WORDS AND PHRASES

* a major event	* above all	* central issue	* especially valuable
* important to note	* key feature	* most importantly	* most noteworthy
* most of all	* principal item	* should be noted	* remember that



Name \_\_\_\_\_

Distinguishing Details

C.016.SSI

What helped you to determine that it was important?							
Why is this detail important?							
Important Detail	1.	2.	3.	4.	5.	6.	



**Name** \_\_\_\_\_

**C.016.SS2**

**Distinguishing Details**

Topic

Significant Details	Minor Details

# Comprehension



## Expository Text Structure

C.017

### Main Idea Mania



#### Objective

The student will identify supporting details and main ideas in text.



#### Materials

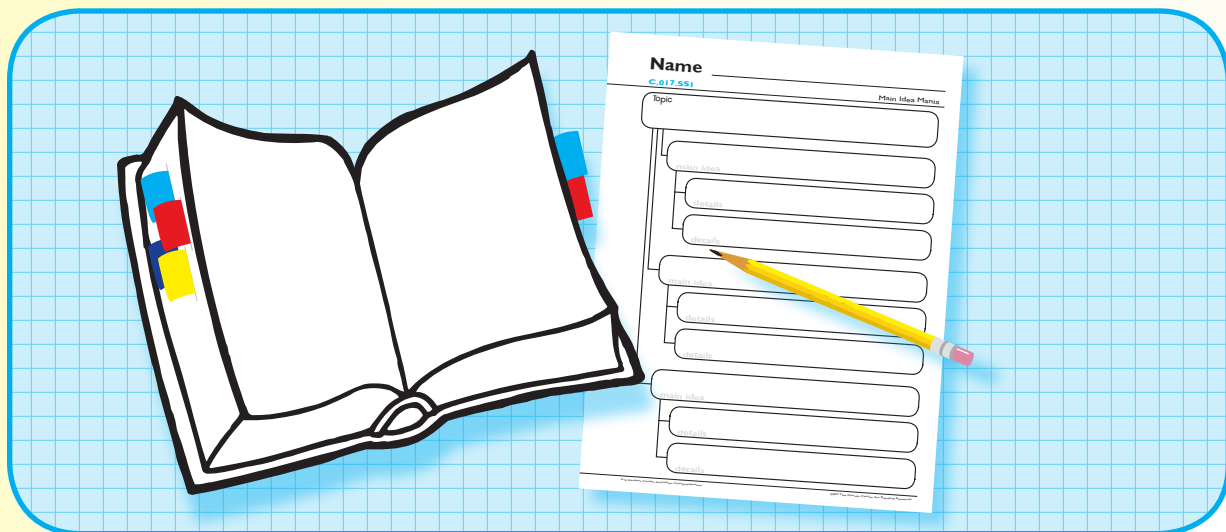
- ▶ Expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Sticky notes  
*Place sticky notes strategically throughout the text in places where it is appropriate to stop and identify supporting details and main ideas.*
- ▶ Student sheet (Activity Master C.017.SS1)  
*Provide enough copies to record main ideas in text. Can be copied double-sided and stapled.*
- ▶ Pencils



#### Activity

Students determine main ideas and supporting details by discussing text.

1. Provide each student with a copy of the text. Provide multiple student sheets (depending on the number of main ideas). Students will share these sheets.
2. Taking turns, student one writes and reads the topic and the text aloud until designated stopping point.
3. Brainstorms and discusses the main idea and its supporting details with student two.
4. Writes the main idea statement and the supporting details on the student sheet in designated areas.
5. Hands student sheet to student two and reverse roles.
6. Continue until the text is read and all main ideas and supporting details are recorded.
7. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use other graphic organizers (Activity Masters C.017.SS2, C.017.SS3, and C.017.SS4).
- ▶ Write main ideas and supporting details on separate index cards to play a memory game or exchange with a partner to match together.

# Name \_\_\_\_\_

**C.017.SSI**

**Main Idea Mania**

Topic

main idea

detail

detail

main idea

detail

detail

main idea

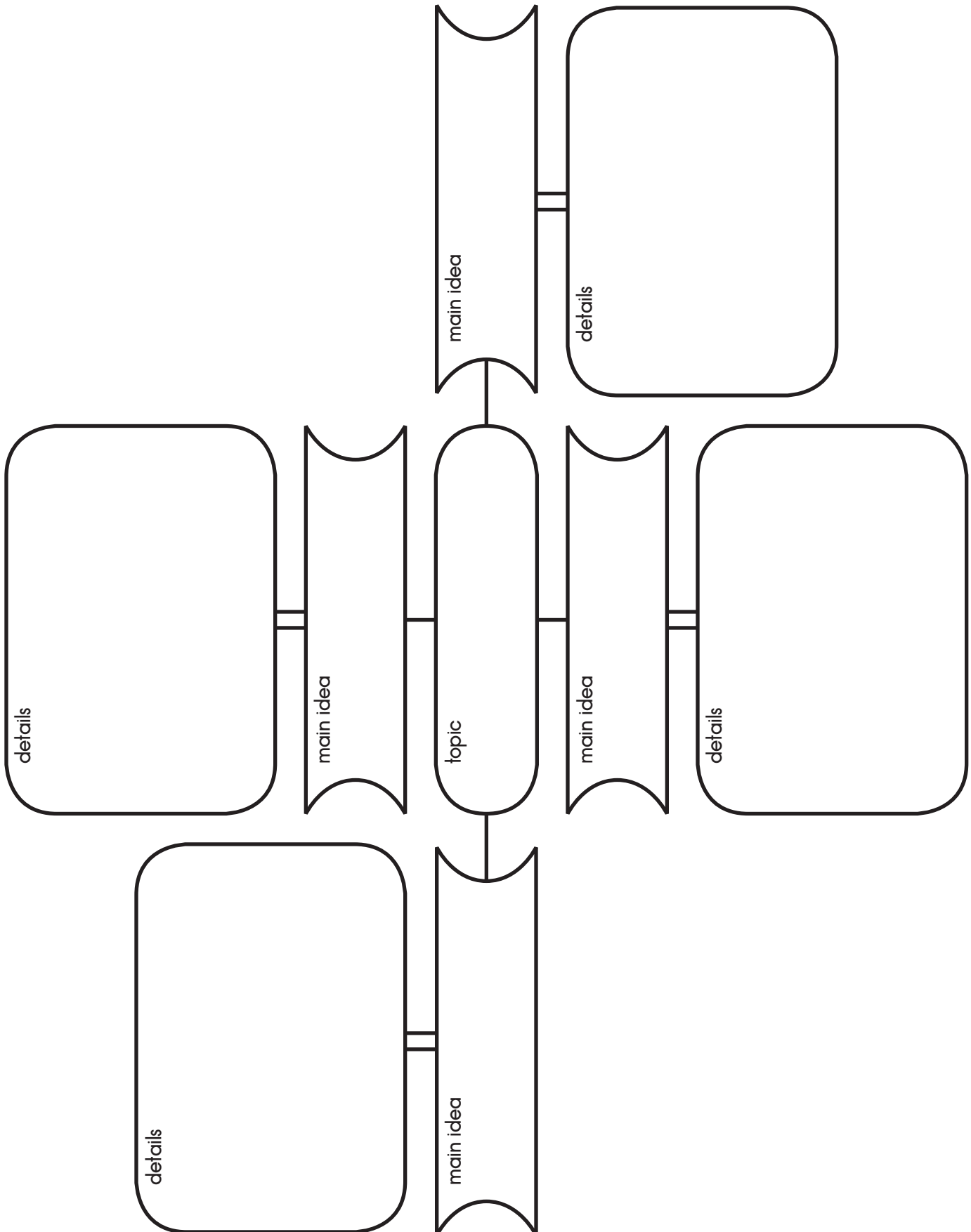
detail

detail

# Name \_\_\_\_\_

Main Idea Mania

C.017.SS2



# Name \_\_\_\_\_

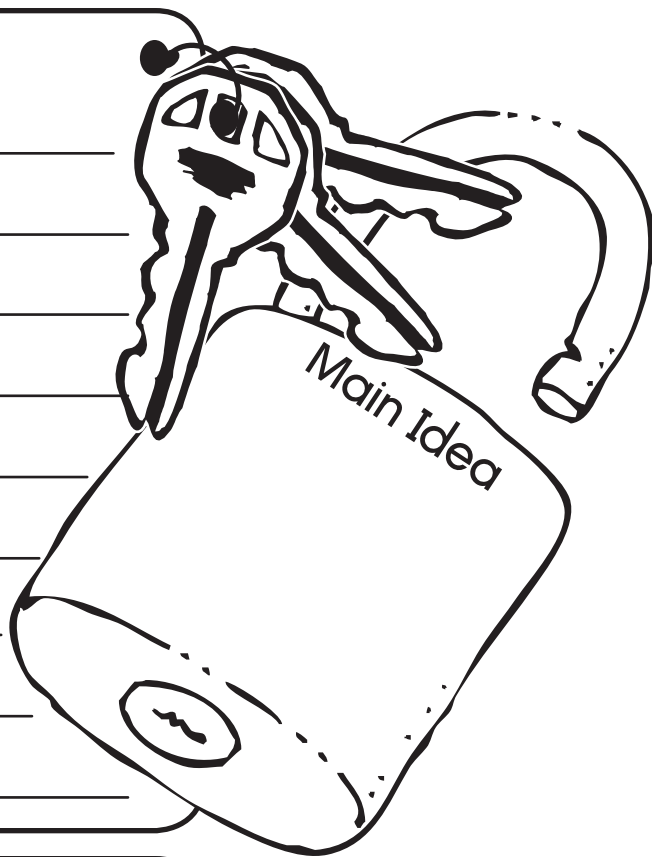
**C.017.SS3**

Main Idea Mania

Topic: \_\_\_\_\_

Supporting Details

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



Supporting Details

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# Name \_\_\_\_\_

Main Idea Mania

C.017.SS4

<p>Main Idea:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Main Idea:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Main Idea:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Details:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Details:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Details:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Topic</p> <p>_____</p>		



# Comprehension

C.018

Expository Text Structure

What's the Big Idea?



## Objective

The student will identify supporting details and main ideas in text.



## Materials

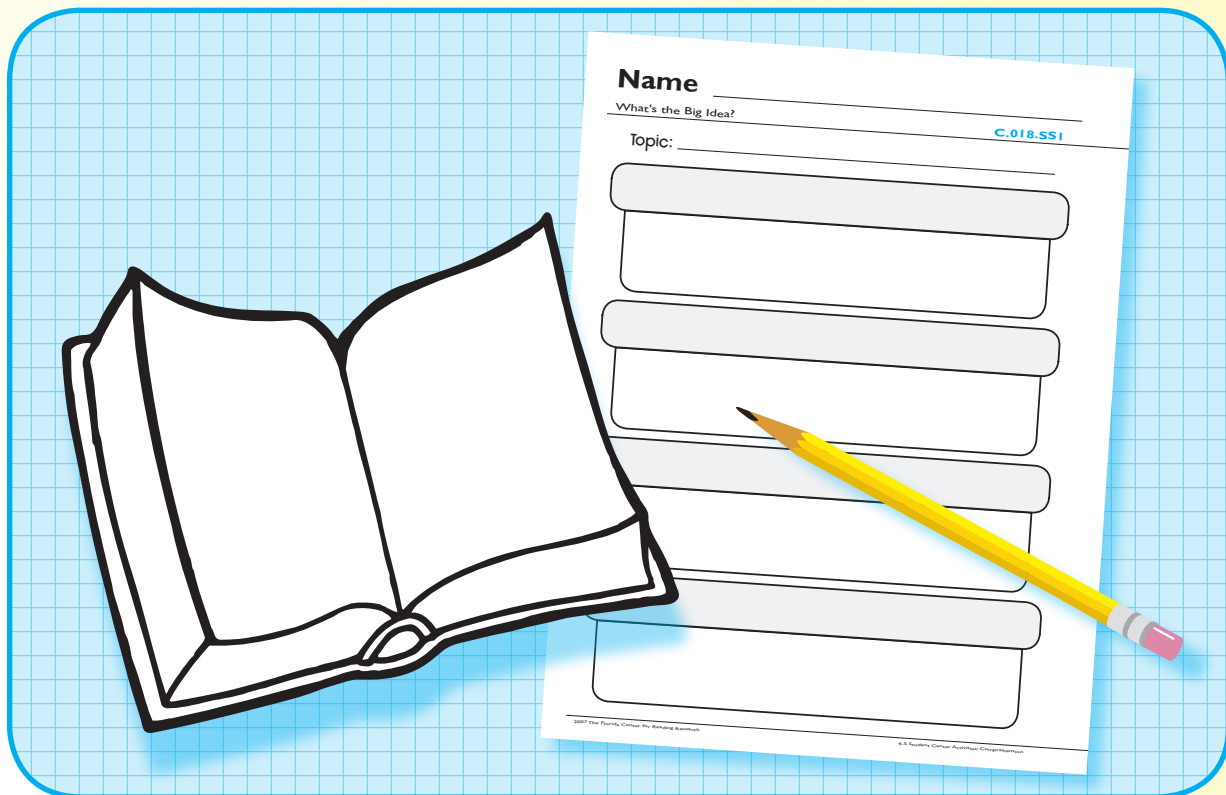
- ▶ Expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.018.SS1)
- ▶ Pencil



## Activity

Students use text features, main ideas, and details to organize information about a topic.

1. Provide the student with a copy of the text and multiple student sheets (depending on the length of the text).
2. The student reads or reviews the text.
3. Writes headings, subheadings, main ideas, or major concepts in the shaded box.
4. Writes details in the adjoining box (e.g., words, phrases, or sentences) that relate to the information written in the shaded box. Uses multiple student sheets, if necessary.
5. Teacher evaluation



## Extensions and Adaptations

- ▶ Discuss text with a partner and complete a student sheet together.
- ▶ Use other graphic organizers to record information from the text (Activity Masters C.018.SS2 and C.018.SS3).
- ▶ Use student sheet to organize information in narrative text.

**Name** \_\_\_\_\_

What's the Big Idea?

**C.018.SSI**

Topic: \_\_\_\_\_



# Name \_\_\_\_\_

**C.018.SS2**

What's the Big Idea?

Topic: \_\_\_\_\_

I. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

III. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

IV. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

V. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

VI. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

# Name \_\_\_\_\_

What's the Big Idea?

**C.018.SS3**

Topic		