

# Main Idea and Supporting Details

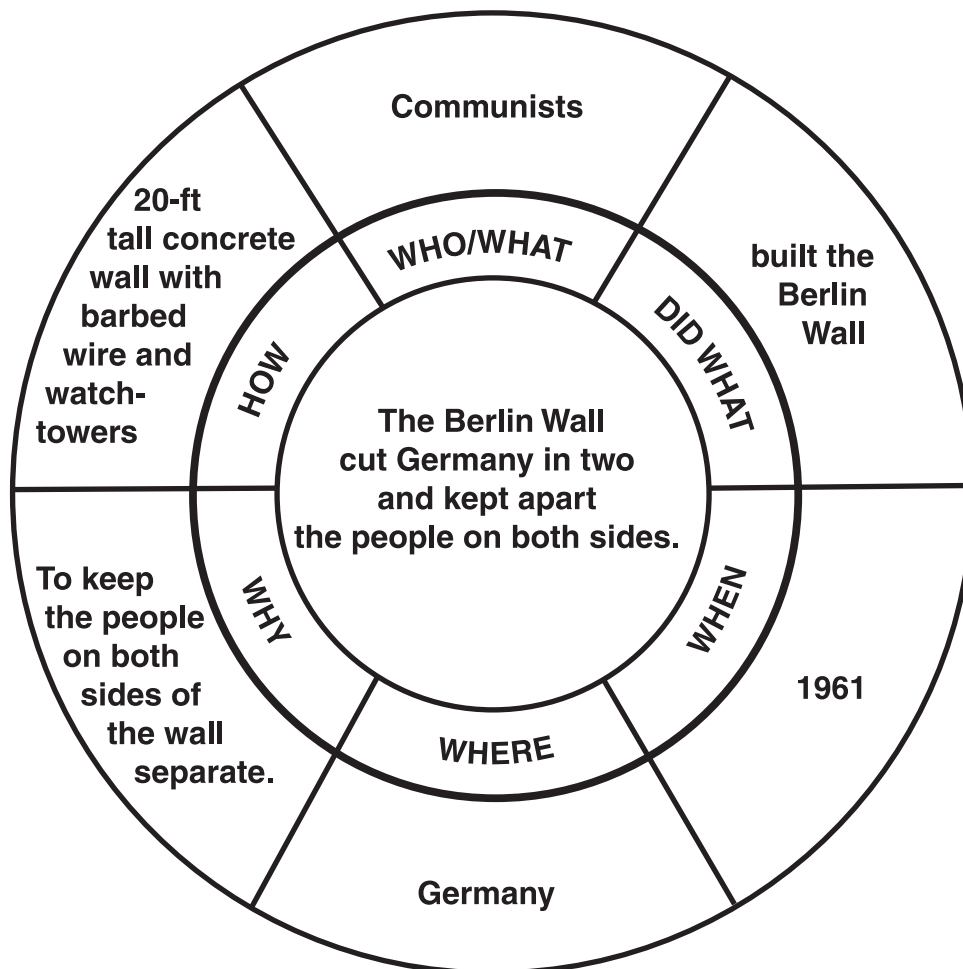


## Teaching Strategies

You will find a variety of teaching strategies and worksheets in the pages that follow. Mostly, they are open-ended activities to use with any piece of nonfiction, including several graphic organizers. There are also worksheets at the end of the unit that can be used to reinforce concepts students have learned. You may teach strategies in the order provided here or use whatever order will work more appropriately with the particular piece of nonfiction you are currently reading in your classroom.

### *Strategy 1: Concept Wheel*

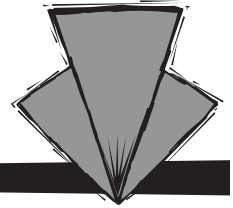
Show students how to fill in the concept wheel on page 16. The entire passage's main idea goes in the center circle and the details from the whole passage that answer the questions radiate from the main idea like spokes on a wheel.



### *Strategy 2: Artistic Webbing*

This strategy is highly motivating to struggling readers because they get to use art to represent the main idea and supporting details. Have them use the Artistic Webbing worksheet (see page 17) to plan their illustrations and to explain how engaging in this activity helps them to understand the text information better.

# Summarizing and Paraphrasing



## Useful Phrases for Paraphrasing and Summarizing

When paraphrasing and summarizing ideas, it can be helpful to remember certain transitional words and phrases. The words and phrases in the chart below can help take the reader from one thought to another. They can help say more with fewer words, too. In addition, these words and phrases can help writers organize summaries, especially when they are summarizing a longer piece of work.

### Summarizing a Topic

and so	in all	in summary	this shows
briefly	in brief	that is	to conclude
finally	in other words	therefore	to sum up
generally	in short		

### Comparing Topics

also	by comparison	likewise	similarly
as	here again	moreover	so too
as well	in the same way		

### Contrasting Topics

although	even though	on the other hand	still
anyhow	however	otherwise	yet
but	instead of		

### To Show Cause and Effect

accordingly	hence	then	thereupon
as a result	it follows that	therefore	thus
for this reason			

### To Explain

actually	for instance	namely	such as
because	in fact	of course	that is
for example	in this way	since	

### To Add Information

add to this	and	in addition	too
again	as well	next	yet again
also	besides	then too	

### To Show Chronological Order

after that	before that	finally	in the end	now
afterwards	by that time	first	in the meantime	soon
at last	during	second	later	then
at the same time	earlier	etc.	next	



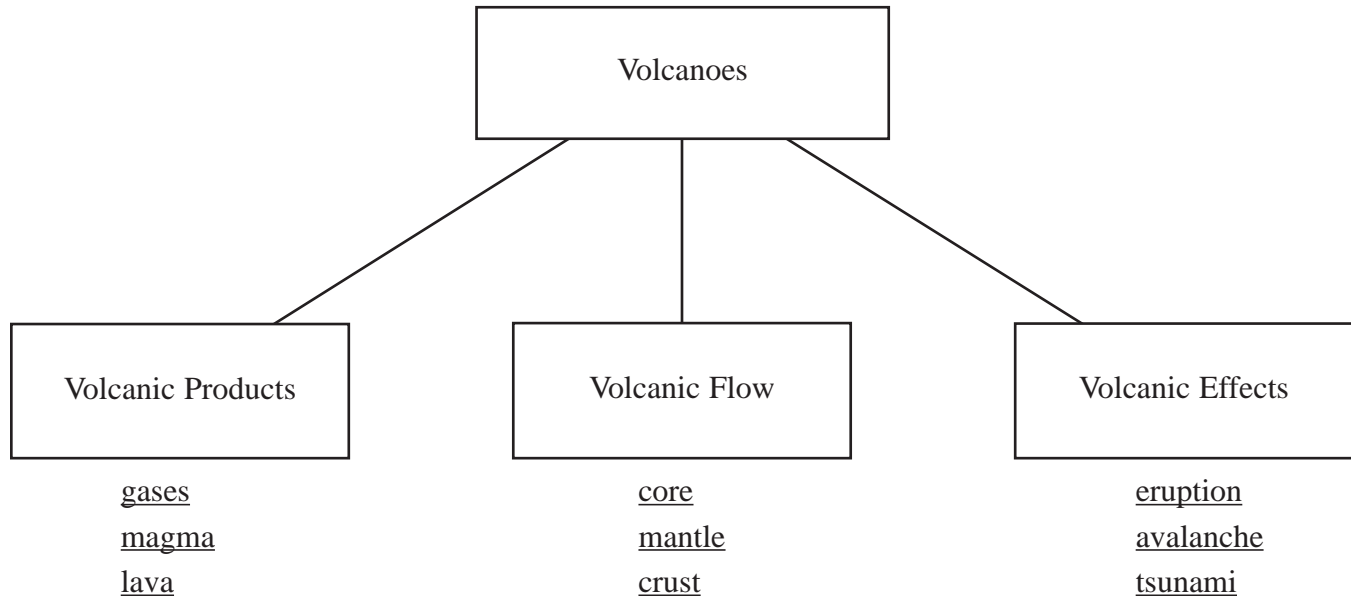
# Developing Vocabulary

## Strategy 11: Categorizing Vocabulary

One way to organize vocabulary study is to create a categorization chart of terms. Carefully pre-read the text and pull out the important terms; then organize them in such a way that the terms are categorized. For example, here is a list of terms related to volcanoes:

core	gases	avalanche
molten rock	crust	mantle
eruption	lava	tsunami

Now here are the terms organized into categories:

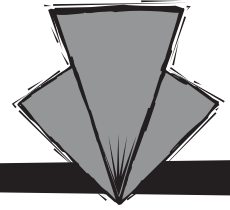


Have students use the worksheet on page to practice organizing terms. Once students understand the process that you used to create such a chart, invite them to create their own charts of terms. Such charts can facilitate recall of definitions because all of the vocabulary is linked in a logical, contextual way. Use the organizer on page 73 and page 74.

## Strategy 12: Word Study Cards

When you are working on a particularly long unit of study, word cards can be a good way for students to keep track of important new vocabulary. You may wish to make transparencies of page 75 to demonstrate how to complete the cards when you introduce them. You can require students to all keep track of the same words or allow individual students to choose terms unfamiliar to them. Students can use the cards to help them prepare for quizzes and exams and refer to them when writing summaries and reports.

# Author's Point of View



## Differentiating Between Fact and Opinion

**Directions:** Use this worksheet to evaluate the author's use of fact and opinion in the text.

**Remember:** A fact is something that can be proven. An opinion conveys thoughts, feelings, or ideas that cannot be proven.

1. Topic: \_\_\_\_\_

2. Intended Audience: \_\_\_\_\_

3. Author's Purpose: \_\_\_\_\_  
\_\_\_\_\_

4. Author's Thesis: \_\_\_\_\_  
\_\_\_\_\_

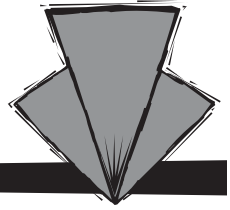
5. Facts included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Opinions included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Does the author use mostly facts, mostly opinions, or a balance of both? How do you know? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Does the author achieve his or her purpose? Why or why not? Support your opinion with examples from text. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Structural Patterns



## Compare/Contrast Chart

**Directions:** Use this chart to compare and/or contrast two topics.

Who or what is being compared?



How are they different?

How are they alike?



# Using Parts of the Book

## Using the Table of Contents

Previewing the table of contents is one of the best tools for self-selecting a book. Make sure to take students to the school library and allow them to skim the tables of contents of several books when they have a new book project to complete or a new topic to research. Inform students that a table of contents is a list of the sections of the book with page numbers and that these sections may include: an introduction, acknowledgments, preface, foreword, chapter titles, appendix, glossary, and index. Some questions to guide the students through the previewing process include:

- What chapter title strikes me as the most interesting?
- Based on the title, what might I learn about the topic?
- How do these chapter titles connect to what I already know about the topic?
- How do the chapter titles build on each other?
- What will be my cumulative knowledge of the topic after reading this book?
- What chapter titles are missing? What information will I not gain from reading this book?
- Is this book worth my time? Will I achieve my purpose(s) for reading by delving into this book?

## Using the Glossary

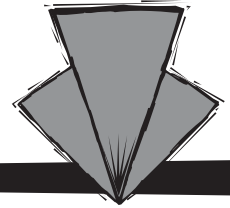
Glossaries are very helpful to students because they are essentially a dictionary specific to the nonfiction book they are reading, and the beauty of glossaries is that they are on-hand and readily available since they are a part of the book. Often, motivated and proficient readers will make the extra effort to seek out a dictionary to define words and terms that they do not understand. However, struggling readers will most likely not make the effort to find a dictionary. Before exposing students to samples of glossaries, inform them that a glossary is a list of words with definitions intended to clarify the basic, technical, dialectical, and/or difficult terms found in the book. The glossary is usually located at the back of the book.

## Using the Appendix

Appendices are very useful to readers who are trying to gain additional and substantive information on the topics and concepts presented in the book. Make sure to inform students that an appendix is a section of materials that supplements the main text of the book and is usually placed at the end. The appendix includes examples of various portions of the text and other information that is explanatory or bibliographic. The appendix material is useful, but the book is considered complete without it. Some useful questions to share with students include:

- How does the information in the appendix add to and extend the ideas in the book?
- What practical tips and ideas can I gain from the appendix?
- What statistical information including charts, graphs, and diagrams is included in the appendix?
- What is missing from the appendix? What would I like to know more about?
- What was the author thinking when he/she chose to include \_\_\_\_\_ in the appendix?
- Is any part of the appendix unnecessary? How so?
- How can I use the bibliographic information for further research?

# Using Parts of the Book

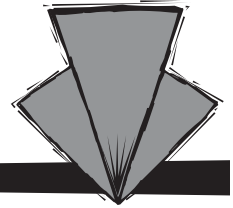


## Creating an Illustrated Mini-Glossary

**Directions:** Use the following worksheet to create an illustrated mini-glossary that will help the reader to better understand the text information. As you read, highlight or underline words that you do not understand. Then, record the words below, look them up in a dictionary, and restate the definition in a simpler way in your own words. Finally, create an illustration or symbol to represent the word.

Term/Word	Brief Definition	Illustration/Symbol

# Making Inferences



## Interpreting the Author's Meaning

**Directions:** Read the text that your teacher has given you. Discuss with your class, in a small group, or with a partner any information the author has not directly stated, but is implied. Write the inference you have made. Write two clues and any previous knowledge that you had that led you to infer the author's meaning.

Title: \_\_\_\_\_

Inference: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Clues:

1. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Previous knowledge: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Questioning



## ***Strategy 2: Question of the Day***

Another technique that shows the importance of inquiry is starting a Question of the Day. Begin with general questions about current events, personal experiences, and activities happening within the school. Invite students to generate the questions of the day. Before you officially begin class each day, have students answer the questions and discuss briefly. Gradually begin integrating questions that deal with topics and/or concepts learned in class. Use a variety of simple and complex questions. Here are some examples that might help to get the routine started:

What is going on in the news that is interesting or surprising?

Did this morning feel like the start of a good or bad day? Why?

What did you learn from yesterday's assembly?

How would you improve the playground here at school?

What is the title of a book that you are reading that you think others might enjoy?

What makes a good friend?

Has there ever been a time when you were wrong and you said you were sorry?

What famous American that we read about yesterday helped free slaves? Why was she brave?

Why do you think it might have been difficult to travel to America around 1900?

How many words do you know that are related to geometry?

How are alligators and crocodiles similar and different?

## ***Strategy 3: Question Webs***

Question webs (see page 241) are a great way for students to gather information about one question. These questions can be student- or teacher-generated. Students record their question in the center of the web. Then, they read and research the answers to the question by accessing a variety of resources. It is particularly motivating to students if they can work as a team to gather the information to answer the question at the center of the web. After they have gathered enough information, they work together to synthesize what they have learned into a coherent response. Students will need you to model the synthesis of information gained. Have a sample Question Web on large butcher paper and then use two highlighters to code essential and extraneous information. Demonstrate for students how to blend, combine, and connect the essential information into a response to the question.

## ***Strategy 4: Question/Answer Relationships (QAR)***

Teaching students to understand question/answer relationship can greatly aid their ability to answer questions proficiently. By using this strategy, you will teach students that there are “in the text” questions (Right There; Think and Search) and “in my head” questions (Author and Me; On My Own). Use the activity sheet on page 242 to guide students through the identification of questions. Then, have students read a particular piece of text and use the appropriate code to apply their knowledge of QAR.