

complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

§74.4. English Language Proficiency Standards.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

Content Objectives: I will be able to...

1. Identify the terms main idea, details, and other key language terms in the text
2. Identify how to find the main idea of a text using the main idea strategy
3. Find the important and unimportant details in the text
4. Identify the main idea of the text
5. Draw on conclusions made about the text's main idea and create a response, providing evidence from the text to demonstrate understanding.

Language Objectives: I will be able to...

1. Define the terms main idea, details, and other key language terms verbally in discussion and written on dry erase boards
2. Describe the steps of the Main Idea strategy in a group discussion
3. Listen for and write the important details onto the Table Top graphic organizer
4. Formulate the main idea of the text using the important details collected from prior readings
5. Write a letter to a friend explaining why Cesar Chavez is a man to be remembered in their reading journals

Assessment

Describe how each objective will be assessed.

1. Students will be randomly selected to verbally identify the terms main idea, details, and other key language terms in discussions, and provide written definitions and explanations on dry erase boards
2. Students will orally participate in the creation of a T-chart identifying the characteristics of the main idea strategy in a group discussion
3. Students will differentiate between unimportant and important details in the text and write the important details on their graphic organizers.

4. Students will use the collected details from prior readings to formulate the main idea of the text, write it on their graphic organizer, and assemble it.
5. Students will compose a letter informing a friend as to why Cesar Chavez is a man to be remembered, drawing on conclusions made about the text's main idea and providing evidence from the text to demonstrate understanding.

Incorporating all four language domains

Identify the language demands of the tasks related to each language domain.

	Written	Oral
Receptive	<p>Reading</p> <p>The students will read the text that they will identify the main idea and details in the text</p>	<p>Listening</p> <p>The students will listen to their peer's passages from the book and their responses to questions regarding the main idea and details</p>
Productive	<p>Writing</p> <p>The students will record the information on the Main Idea Table Top graphic organizer as well as in a written essay that draws on conclusions made about the main idea and details</p>	<p>Speaking</p> <p>The students will provide oral responses to teacher led discussion about the main idea and details</p>

Key language (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

General academic language	Language specific to the content area
Identify, draw on conclusions, differentiate, important, unimportant, compose, graphic organizer, textual evidence	Biography, expository text, main idea, details, immigrants, laborers, justice, unions

Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

- Simplify my language, not the content
- Announce the lesson's objectives and activities prior to the lesson
- Present new vocabulary, discuss and use it prior to reading
- Employ paraphrasing and repetition to enhance understanding
- Simplify sentence structures to reduce the complexity that some English learners find confusing
- Give students opportunities, increase wait time, and respond positively to student's attempts, and model correct grammar

Apply

Modify

Define

Modify

<p><u>How the lesson will use bilingualism/students' native languages as resources</u></p> <p>The students will be allowed to discuss the English passages with their partners in their home language</p>																																							
<p><u>Materials and Texts</u></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Genre (e.g., narrative)</th> <th>Level</th> <th>Connection to Students (What will this mean to them? How can you make it even more meaningful?)</th> </tr> </thead> <tbody> <tr> <td>Cesar Chavez: A Photo Illustrated Biography</td> <td>Biography</td> <td>Juvenile biography</td> <td>All of the students are of Mexican American decent, and the text presents the life story of an inspirational Mexican American labor leader who fights for justice</td> </tr> </tbody> </table> <p><u>Supplementary Materials</u></p> <p>Main Idea Visual Strategy, Main Idea Table Top Graphic Organizer, Main Idea Mini-Anchor Chart, Main Idea Informational Text Example, Scissors, Glue, Laptop/Computer for PowerPoint, Dry Erase Boards, Dry Erase Markers, Reading Journals, Pencils</p>				Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)	Cesar Chavez: A Photo Illustrated Biography	Biography	Juvenile biography	All of the students are of Mexican American decent, and the text presents the life story of an inspirational Mexican American labor leader who fights for justice																												
Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)																																				
Cesar Chavez: A Photo Illustrated Biography	Biography	Juvenile biography	All of the students are of Mexican American decent, and the text presents the life story of an inspirational Mexican American labor leader who fights for justice																																				
<p>Advance preparation</p> <ul style="list-style-type: none"> • Collect a guided reading book for each of the students or enough to pair them up with • Read the text to identify key vocabulary, supporting details, and main idea • Copy Main Idea Visual Strategy • Copy Main Idea Table Top Graphic Organizers • Copy Main Idea Mini-Anchor Chart • Copy Main Idea Informational Text Example • Create Ladybugs Main Idea Table Top Graphic Organizer • Collect dry erase boards and markers and additional materials if necessary 																																							
<p>Lesson Information and Activities</p>																																							
<p><u>Warm-up</u></p> <p>Estimated Time: 1 Lesson</p> <table border="1"> <tr> <td colspan="6">Focus Objective (#): 1 & 2</td> </tr> <tr> <td colspan="6">Focus Language Domains: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</td> </tr> <tr> <td colspan="6">Grouping:</td> </tr> <tr> <td><input checked="" type="checkbox"/> Independent Work</td> <td><input type="checkbox"/> Pair</td> <td><input checked="" type="checkbox"/> Small Group</td> <td colspan="3"><input type="checkbox"/> Whole class</td> </tr> <tr> <td colspan="6">Reason for grouping:</td> </tr> <tr> <td><input type="checkbox"/> First language</td> <td><input type="checkbox"/> English proficiency</td> <td><input type="checkbox"/> Reading level</td> <td><input checked="" type="checkbox"/> Content understanding</td> <td><input type="checkbox"/> Interest</td> <td><input type="checkbox"/> Other:</td> </tr> </table>				Focus Objective (#): 1 & 2						Focus Language Domains: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking						Grouping:						<input checked="" type="checkbox"/> Independent Work	<input type="checkbox"/> Pair	<input checked="" type="checkbox"/> Small Group	<input type="checkbox"/> Whole class			Reason for grouping:						<input type="checkbox"/> First language	<input type="checkbox"/> English proficiency	<input type="checkbox"/> Reading level	<input checked="" type="checkbox"/> Content understanding	<input type="checkbox"/> Interest	<input type="checkbox"/> Other:
Focus Objective (#): 1 & 2																																							
Focus Language Domains: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking																																							
Grouping:																																							
<input checked="" type="checkbox"/> Independent Work	<input type="checkbox"/> Pair	<input checked="" type="checkbox"/> Small Group	<input type="checkbox"/> Whole class																																				
Reason for grouping:																																							
<input type="checkbox"/> First language	<input type="checkbox"/> English proficiency	<input type="checkbox"/> Reading level	<input checked="" type="checkbox"/> Content understanding	<input type="checkbox"/> Interest	<input type="checkbox"/> Other:																																		

Cultivate
Cultivate

<p>Building from Prior Learning</p> <ul style="list-style-type: none"> Students have already been introduced to the Theme strategy in fictional books and can distinguish between fictional and expository texts. 	
<ul style="list-style-type: none"> Activity Steps Students come to table with reading journals The teacher will review the objectives and activities for the lesson written on the dry erase board The teacher will introduce the text Students will read the title and look at the pictures to make a prediction about the text Students will participate in a scavenger hunt of key vocabulary terms introduced by the text Each student will write their term page number and definition on their dry erase boards, and read the sentence that contains the term Each student will share their term with the group as the teacher records them to a PowerPoint of the words to be distributed during the next session The teacher will discuss the Main Idea strategy and relate it to the student's prior knowledge of theme using the Main Idea Visual Strategy and Main Idea Mini-Anchor Chart and include key vocabulary such as main idea and details to the PowerPoint of words Students will compare the two strategies The teacher will create T-Chart for the differences and include it in the PowerPoint Students will complete a one-minute essay question asking the students, "What was the most important thing you learned? What important questions remain unanswered?" in their reading journals 	<p>Define</p>
<p>Scaffolds (including L1 support), differentiation, modifications</p> <ul style="list-style-type: none"> Vocabulary terms can be leveled Each student is responsible for one or more vocabulary terms A Main Idea Visual Strategy will be provided A Mini-Anchor Chart will be provided 	<p>Modify</p>
<p>Formative Assessment</p> <ul style="list-style-type: none"> Have students write definitions for terms on dry erase boards Have students orally read sentences with terms and their definitions Have students verbally discuss the differences between the main idea strategy and theme Have students write a one-minute essay 	<p>Define</p>
<p>Presentation</p> <p>Estimated Time: 2 Lessons</p> <p>Focus Objective (#): 3</p> <p>Focus Language Domains: <input type="checkbox"/>X Reading <input type="checkbox"/>X Writing <input type="checkbox"/>X Listening <input type="checkbox"/>X Speaking</p> <p>Grouping:</p> <p><input type="checkbox"/>X Independent Work <input type="checkbox"/>X Pair <input type="checkbox"/>X Small Group <input type="checkbox"/>X Whole class</p>	<p>Modify</p>
	<p>Apply</p>

<p>Reason for grouping:</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input checked="" type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p>	
<p>Building from Prior Learning</p> <ul style="list-style-type: none"> Students are familiar with the text, Cesar Chavez: A Photo Illustrated Biography, that we will be reading and the strategy (Main Idea) we will be using. 	
<p>Activity Steps</p> <ul style="list-style-type: none"> Students come to table with reading journals The teacher will review the objectives and activities for the lesson written on the dry erase board The teacher will review the one-minute essays from the lesson before, pass out PowerPoint notes, review the Main Idea strategy, and answer unanswered questions. The teacher will model the main idea strategy using the Main Idea Informational Text example (ladybugs) The teacher will present how to utilize and create a Table Top graphic organizer for ladybugs Students will begin to read the text The teacher will alternate having students read aloud sections as other read at their own pace The teacher will stop the readers to discuss one important and unimportant detail Students will turn to a partner and discuss one important and unimportant event they have found in the reading so far Each student will then identify one important detail or one unimportant detail and write it on the dry erase board and support their categorization The remaining students will then vote on whether they agree or disagree, defending opposing positions if necessary The teacher will hand out the Table Top graphic organizer Students will write the important details on the graphic organizer The teacher will revisit the original predictions the students had for the text Students will present new predictions if necessary Students will be asked to provide a written 12-word summary of important aspects of a particular chunk of instruction or reading in their reading journals 	<p>Define</p> <p>Modify</p>
<p>Scaffolds (including L1 support), differentiation, modifications</p> <ul style="list-style-type: none"> PowerPoint notes from the last lesson will be provided The teacher will model the main idea strategy and how to create the Table Top graphic organizer Each student will read at their own pace and be provided opportunities to read aloud and listen to peers read aloud Each student will be provided a Table Top graphic organizer Discussion will be allowed amongst peers in home language 	<p>Modify</p> <p>Cultivate</p>

Formative Assessment

- Have students begin creating the Table Top graphic organizers by writing important details on the leg pieces
- Have students defend their positions regarding important and unimportant details in pairs and in an open group discussion
- Have students write a 12-word summary of important aspects of a particular chunk of instruction or reading

Apply

Practice/Application
Estimated Time: One Lesson

Focus Objective (#): 4

Focus Language Domains: X Reading X Writing X Listening X Speaking

Grouping:
X Independent Work X Pair X Small Group
Reason for grouping:
 First language English proficiency Reading level X Content understanding Interest Other:

Building from Prior Learning

- The students will have read the entire text, observed the modeling of the main idea strategy, and written all the important details on their graphic organizers

Activity Steps

- Students come to table with reading journals
- The teacher will review the objectives and activities for the lesson written on the dry erase board
- Students will discuss the important details they have recorded on their graphic organizers
- The teacher will ask the students how to create a main idea
- Students will respond with their ideas
- The teacher will provide the students with additional PowerPoint printouts that will include the Main Idea Visual Strategy, Anchor chart, and Main Idea Example
- The teacher will ask students to turn to their partner and discuss what they believe is the main idea of the text
- Each student will then identify their main idea and write it on the dry erase board and support their position
- The remaining students will then vote on whether they agree or disagree, defending opposing positions if necessary
- The teacher will respond positively to student's attempts and direct the student's in discussion as needed
- Students can revise their main ideas if necessary, then write them on their graphic organizers
- Students will then assemble the Table Top graphic organizer

Define

Modify

Apply

<ul style="list-style-type: none"> • The teacher will lead a discussion to review the strategy used to create the main idea • Students will then write a 3-2-1 quick assess where they jot down 3 ideas, concepts, or issues presented, 2 examples or uses of the idea or concept, and 1 unresolved question or a possible confusion in their reading journals 																			
<p>Scaffolds (including L1 support), differentiation, modifications</p> <ul style="list-style-type: none"> • PowerPoint notes from the last lesson will be provided • Main Idea Visual Strategy, Anchor chart, and Main Idea Example will be made available to each student • Each student will be provided a Table Top graphic organizer • Discussion will be allowed amongst peers in home language 	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: 80px; margin: 0 auto;">Modify</div>																		
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Have students complete the written portion of the Table Top graphic organizers by writing the main idea on the table top piece • Have students assemble the Table Top graphic organizer with scissors and glue • Have students defend their positions regarding the main idea pairs and in an open group discussion • Have students write a 3-2-1 quick assess where they jot down 3 ideas, concepts, or issues presented, 2 examples or uses of the idea or concept, and 1 unresolved question or a possible confusion in their reading journals 	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: 80px; margin: 0 auto;">Apply</div>																		
<p><u>Wrap-Up/Evaluation</u></p> <p>Estimated Time: 1 Lesson</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;">Focus Objective (#): 5</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Focus Language Domains: <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Grouping:</td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> Independent Work</td> <td style="padding: 2px;"><input type="checkbox"/> Pair</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Small Group</td> <td style="padding: 2px;"><input type="checkbox"/> Whole class</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Reason for grouping:</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> First language</td> <td style="padding: 2px;"><input type="checkbox"/> English proficiency</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Reading level</td> <td style="padding: 2px;"><input checked="" type="checkbox"/> Content understanding</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Interest</td> <td style="padding: 2px;"><input type="checkbox"/> Other:</td> </tr> </table> <p>Building from Prior Learning</p> <ul style="list-style-type: none"> • The students will have completed their Table Top graphic organizer for the text and have reviewed PowerPoint notes and other supplemental materials used throughout the lessons 		Focus Objective (#): 5		Focus Language Domains: <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking		Grouping:		<input checked="" type="checkbox"/> Independent Work	<input type="checkbox"/> Pair	<input type="checkbox"/> Small Group	<input type="checkbox"/> Whole class	Reason for grouping:		<input type="checkbox"/> First language	<input type="checkbox"/> English proficiency	<input type="checkbox"/> Reading level	<input checked="" type="checkbox"/> Content understanding	<input type="checkbox"/> Interest	<input type="checkbox"/> Other:
Focus Objective (#): 5																			
Focus Language Domains: <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking																			
Grouping:																			
<input checked="" type="checkbox"/> Independent Work	<input type="checkbox"/> Pair																		
<input type="checkbox"/> Small Group	<input type="checkbox"/> Whole class																		
Reason for grouping:																			
<input type="checkbox"/> First language	<input type="checkbox"/> English proficiency																		
<input type="checkbox"/> Reading level	<input checked="" type="checkbox"/> Content understanding																		
<input type="checkbox"/> Interest	<input type="checkbox"/> Other:																		

<p>Activity Steps</p> <ul style="list-style-type: none"> • Students come to table with reading journals • The teacher will review the objectives and activities for the lesson written on the dry erase board • The teacher will ask the students to what they remember about the strategy of main idea • Students will respond • The teacher will then show them the main idea visual strategy and remind them again that the main idea holds the detail together • Students will write a letter to a friend in which they explain why Cesar Chavez is a man to be remembered in their reading journals. They will be required to use textual evidence to support their claims and the goal will be to clearly convey a main idea 	
<p>Scaffolds (including L1 support), differentiation, modifications</p> <ul style="list-style-type: none"> • Each student will be provided their fully assembled Main Idea Table Top as well as the text • They will also be allowed to use their bilingual dictionaries 	<p>Modify</p> <p>Cultivate</p>
<p><u>Extension Activities/Assignments</u></p> <ul style="list-style-type: none"> • The teacher will grade: <ul style="list-style-type: none"> ○ the one-minute essay, 12 word summary, and 3-2-1 quick assess ○ the assembled Main Idea Table Top ○ the letter to a friend • Subsequent days, students could work on revising, editing, and publishing their letter in a writing workshop 	
<p><u>Bonus Points:</u> Plans to engage with Community, Parents and other Educational Stakeholders</p> <ul style="list-style-type: none"> • Have students write a letter to their Congressman persuading them to declare Cesar Chavez Day a national holiday. 	<p>Cultivate</p>
<p><u>Reflection:</u> What went well, what you might change for next time</p> <ul style="list-style-type: none"> • I have not attempted this lesson plan. I do anticipate that the reading may take longer and that the text may prove too challenging for some students. Any book of historical figures that is appropriate for the current levels of English development of your students can easily replace the text used for this lesson. 	

Main Idea and Details

What are they?

A **Main Idea** is what the text is all about.
The **Details** are the key points that support the **Main Idea**.

Ask Yourself

What is the passage mostly about?

What is another title for the text?

What is an important detail from this selection?

Which detail best supports the main idea?

Look for these Words

mostly about
another title
important details
unimportant details
best describes
main purpose
lesson learned

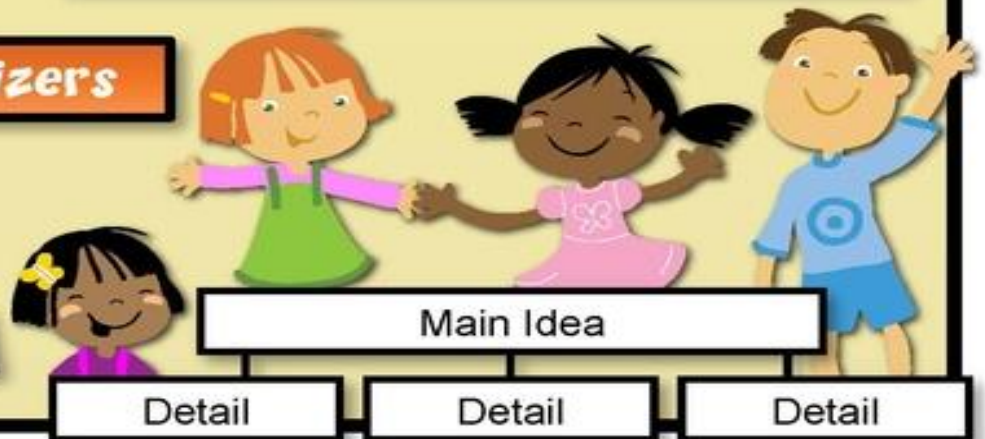
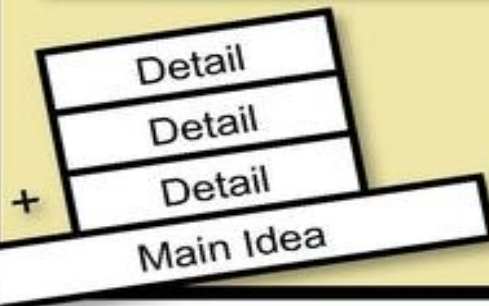
Follow These Steps

1 Read the title and look at the pictures to make a prediction about the text.

2 As you read, identify the important and unimportant details.

3 Use the important details to create the main idea.

Graphic Organizers



Name _____ # _____

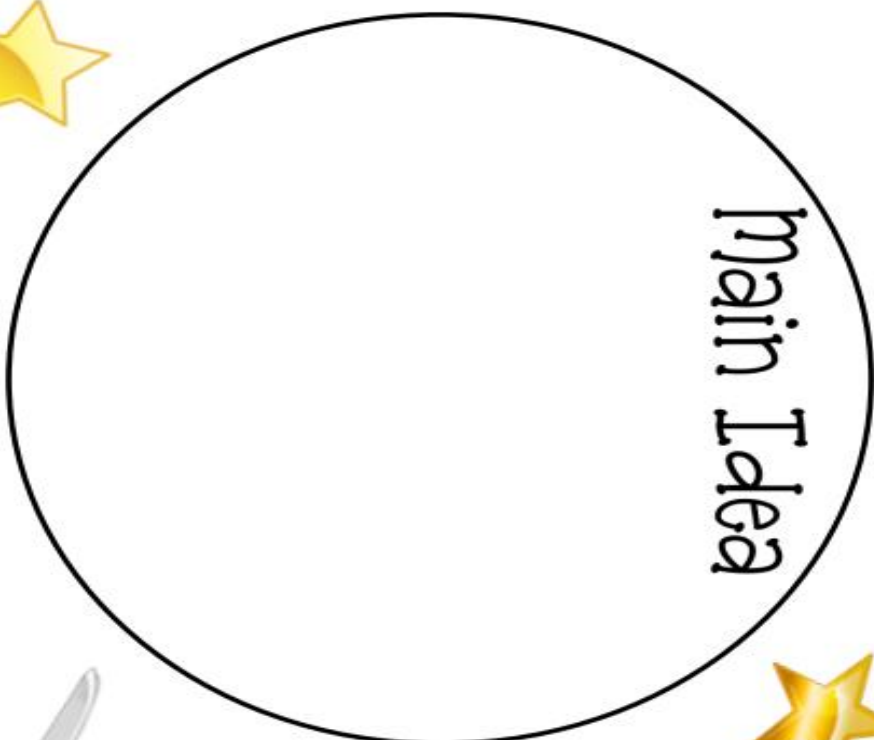


Table Top Lesson



Main Idea

The "Table Top" is where you restate the main idea from the paragraph or question.



Each "Leg" that supports the table should have a detail from the text that supports the main idea.

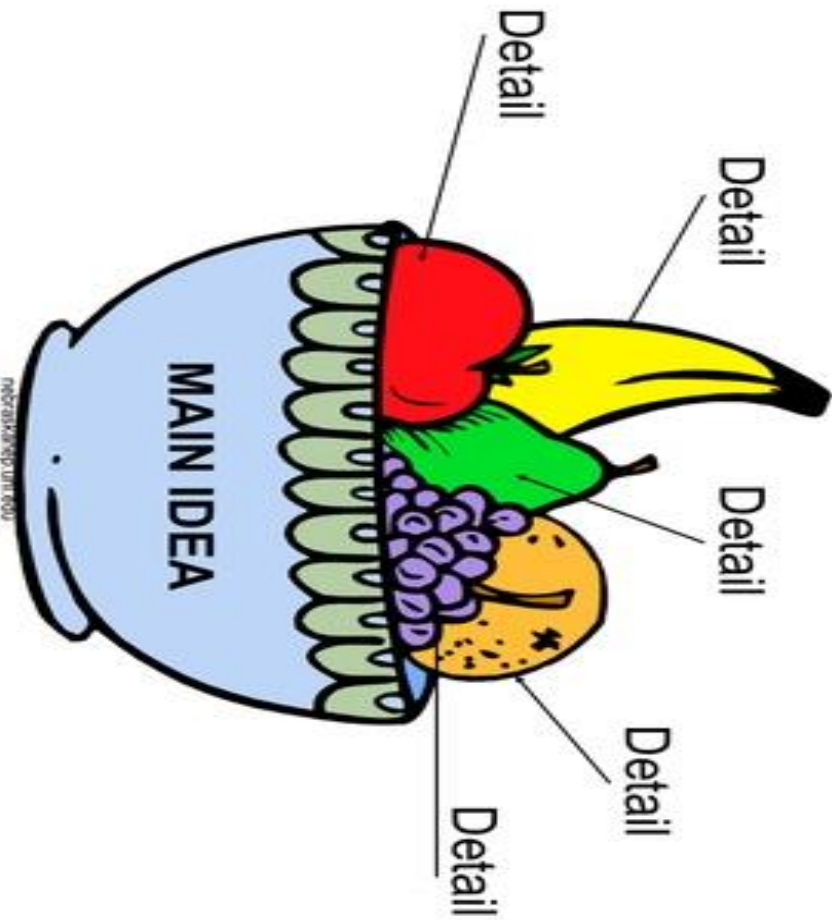
Glue here	Supporting Detail
Fold line	

Glue here	Supporting Detail
Fold line	

Glue here	Supporting Detail
Fold line	

Glue here	Supporting Detail
Fold line	

Main Idea



The MAIN IDEA holds the details together.

Main Idea

Informational Text

The **main idea** of a text is the **most important point** that the author is making about the topic/subject.

Ladybugs

Ladybugs are colorful beetles! Most

ladybugs have red wings with black spots.

But some ladybugs have orange or yellow

wings. One ladybug even has black wings

with red spots!



The **topic** of this text is ladybugs. There are lots of **details** you can learn about ladybugs from reading this text. What do the details tell you about ladybugs? Each detail tells about a different color that ladybugs can be. So what **main point** or **big idea** is the author trying to make about ladybugs?

What's the **main idea**?

Ladybugs can be
many different colors!