



Assessing Student Learning

Goal	Comprehension
Strategy	Use Main Idea and Supporting Details to Determine Importance
Common Core Alignment	RL.1.3, RI.1.2 RL.2.2 RL.3.2, RI.3.8 RI.4.2 RL.5.2, RI.5.2 RL.6.2, RI.6.2
Possible Text Selections	<i>Mr. Peabody's Apples</i> by Madonna <i>Walk On!: A Guide for Babies of All Ages</i> by Marla Frazee <i>Tess's Tree</i> by Jess M. Brallier <i>The Art Lesson</i> by Tomie dePaola <i>The Recess Queen</i> by Alexis O'Neill <i>The Other Side</i> by Jacqueline Woodson <i>The Great Kapok Tree</i> by Lynne Cherry <i>Snowflake Bentley</i> by Jacqueline Briggs Martin
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Main Idea and Details Organizer (example below) Graphic organizers are a way for students to organize their thinking in a meaningful way. Teachers can easily read through the organizer and determine where students need additional instruction.</p> <p>Sentence Stem (example below) Sentence stems are a way to scaffold instruction for your students. They ensure students use academic language in their speaking and writing. This can be especially helpful when working with English language learners or in aiding students in writing complete sentences. As the teacher, give students a copy of the sentence stem you would like them to use. This works well in the student's writing notebook or on the back of a bookmark they are using.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have determined the main idea of the selection they are reading. If the student can identify the main idea, ask what details support their thinking. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they have read any additional details that support the main idea. <p>If the student seems to be struggling with identifying the main idea or finding details that support their thinking, provide further instruction.</p>

** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Use Main Idea and Supporting Details To Determine Importance Rubric

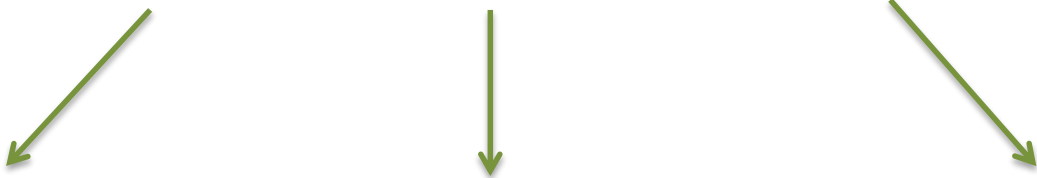
	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Main Idea	Student accurately states the main idea.	Student accurately states the main idea, but not clearly.	Student states the main idea as a topic or theme.	Student does not state a main idea.
Details	Student accurately states more than three significant supporting details.	Student accurately states three supporting details.	Student accurately states one or two supporting details.	Student does not state supporting details.



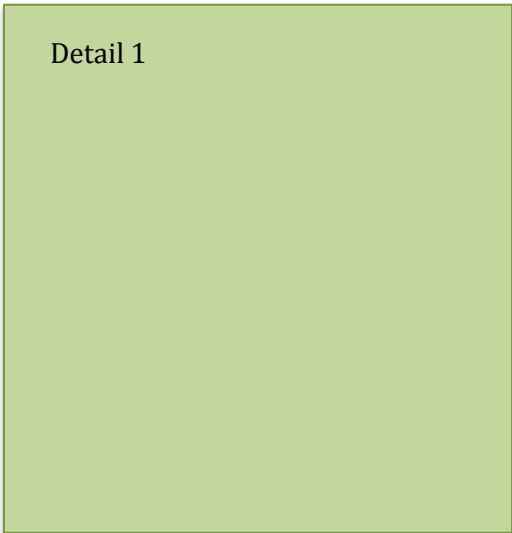
Use Main Idea and Supporting Details

Name: _____ Date: _____

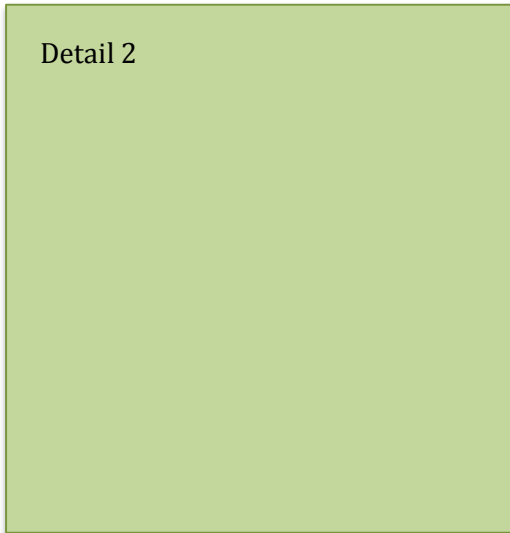
Main Idea



Detail 1



Detail 2



Detail 3



Main Idea and Supporting Details Sentence Stem

Name: _____ Date: _____

The main idea of this selection is _____

The details that support my thinking are:

First, _____

_____.

Second, _____

_____.

Third, _____

_____.

