

# LA- TPN Main Idea Log to Scaffold/Enhance Comprehension through Independent Reading

GRADES

11 - 12

DISCIPLINE

 Social Studies

COURSE

 U.S. Government & Politics

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to identify key topics and main ideas throughout lengthy texts in order to select important facts and passages for use in one's own writing.</p>	<p><b>LA- TPN MAIN IDEA LOG TO SCAFFOLD/ENHANCE COMPREHENSION THROUGH INDEPENDENT READING</b></p> <p>For each paragraph or section of the reading, identify the topic, main idea, and SFI (Significant Factual Information). Today's Reading: <i>War Powers, International Alliances, The President &amp; Congress</i> (attached)</p>	<p>Exemplary Work:</p> <ol style="list-style-type: none"> <li>1. Student able to decide clear and relevant overall topic for each section.</li> <li>2. Student able to identify clear and relevant main idea for each section.</li> <li>3. Student able to identify three SFI for each section that support the main idea.</li> <li>4. Student able to form a clear and relevant Take-Away or big picture in the form of a summary or text connection.</li> </ol>	<p>* Use attached Main Idea Log #1 if introducing/modeling for the first time or for students who need remediation of this skill (targets the skill for one paragraph only and breaks downs skills needed)</p> <p>* Use attached Main Idea Log # 2 if continuing/revisiting the skills or if students have a grasp on how to complete but need support breaking down multiple paragraphs.</p> <ol style="list-style-type: none"> <li>1. Teacher will read aloud and model the first paragraph/section/chunk (or more, revisiting as needed) of the reading and guide students towards determining the key topic, main idea, SFI (Significant Factual Information), then finally, the Take-Away (the Take-Away is where the student summarizes/synthesizes the big picture in his/her own words). For Model: Have copy of the first paragraph visible to all students and carry out the process the students would use to complete the organizer. Depending on the level/practice of students, use the <i>Guidelines for Determining an Author's Main Idea</i> during the model to demonstrate how to pull key supporting details out in order to develop a main idea.</li> <li>2. Teacher will allow students to practice the Main Idea Log in groups, circulating to ensure students are grasping each concept and tweaking as they discuss with peers.</li> <li>3. Allow students to continue each subsequent paragraph, discussing/collaborating/corroborating with peers as they go.</li> </ol> <p>* Eventually, students may need to collaborate less and less depending on text complexity.</p> <p>* Students are allowed to use completed Main Idea Log when constructing open responses and/or other types of informal writing. They can also use the same tool to outline their writing.</p>

**PACING**

**SKILL AND DEFINITION**

**PRODUCT AND PROMPT**

**SCORING GUIDE**

**INSTRUCTIONAL STRATEGIES**

Standards:

**RH.11-12.2** : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.1** : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Additional Attachments:



**Main Idea Log # 1**



**Main Idea Log # 2**



**Guidelines for Determining an Author's Main Idea**



**Student 2- Main Idea Log**



**War Powers, International Alliances, the President and Congress Article**



**Student 3- Main Idea Log**



**Student 4- Main Idea Log**



**Student 1- Main Idea Log**

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