Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation

- Handouts 1 to 14

- Equipment

  - Projector

  - Sound system (speakers)

  - Laptop or other computer with CD/DVD drive (see p. 12 of Speaker Preparation for other computer specifications)

  - DVD of Flash presentation with embedded Flash video

  - Laser pointer

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections

- Handout 2: Notes Log Template

- Handout 3: Notes Log: Identifying Main Ideas: Mathematics Samples

- Handout 4: Get the Gist

- Handout 5: "Physical Location of North America"

- Handout 6: Notes Log: Identifying Main Ideas: Social Studies Samples

- Handout 7: Identifying Main Ideas in Text

- Handout 8: Notes Log: Physical and Chemical Properties

- Handout 9: Moving From Paragraph Level to Increasingly Longer Sections of Text

- Handout 10: Notes Log: Identifying Main Ideas: English Language Arts Samples

- Handout 11: Notes Log: Identifying Main Ideas: Science Samples

- Handout 12: Scaffolding the Identification of Main Ideas in Text

- Handout 13: Notes Log Templates

- Handout 14: Reflection Log

- Handout 15: References

Video

- Slide 19: Main Idea: Get the Gist Routine
  (3:11)

Time

This module will take approximately 80 minutes.

Unit 3:
Comprehension Instructional Routines

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ADOLESCENT
LITERACY
ACADEMIES

Module 2:
Identifying Main Ideas in Text

Slide 1—Title Slide

This is the second module in the **Comprehension Instructional Routines** unit, **Identifying Main Ideas in Text**.

Comprehension Strategies Across Content Areas

Unit 3: Comprehension Instructional Routines	
Module	**Title**
1	Building Background Knowledge With Anticipation-Reaction Guides
2	Identifying Main Ideas in Text
3	Writing Summaries

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Slide 2—Comprehension Strategies Across Content Areas

Students need support before, during, and after reading in order to understand and learn from content area texts. In this module, we will focus on providing a brief preview of text *before* reading and **identifying main ideas** and details *during* reading. In the next module, we will address **summarizing** what we have learned *after* reading.

Find **Handout 1: TEKS/ELPS/CCRS Connections**. Take a moment to review and discuss this handout with a partner at your table.

Allow 2 minutes. Monitor and address any questions or concerns.

Now that you have had an opportunity to review the relevance of this module to your particular subject area, let's examine our objectives for the session.

Objectives

- Understand how providing support in identifying main ideas during reading improves students' comprehension of text.

- Construct a Notes Log to teach students how to identify critical information in paragraphs and determine the main idea.

- Apply the three-step process for explicit instruction to the implementation of the Notes Log for identifying main ideas and details.

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Slide 3—Objectives

Set expectations for this session.

> As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.

Slide 4—Supporting Comprehension by Identifying Main Ideas During Reading

Review the research statement on the slide.

Notetaking has benefits for students of all ability levels since it affects how well students learn appropriately challenging material. Even some college students must be taught methods for efficiently and effectively taking notes, particularly when they are not provided study guides or other advanced organizers merely to fill in the blanks. Although we do not address taking notes from lectures, as is more common in college, we will be using a type of graphic organizer, the Notes Log, to help students organize important information from the text.

Additional Information for the Presenter

As the Active Involvement Module in Unit 1 would indicate, lecture is not preferred as a sustained major component of instruction with adolescents. However, there are times where whole-class instruction may be appropriate. The use of research on notetaking among college students is provided here to support the use of the main idea routine with successful readers, as well as those who find learning from text challenging.

REFERENCES: Anderson & Armbruster, 1986; Kiewra, 1985.

Supporting Comprehension by Identifying Main Ideas During Reading (cont.)

- Even expert readers must rely on strategies to construct main ideas when text information is difficult or unfamiliar.

  (Afflerbach, 1990)

- Adolescent students who are directly and explicitly taught strategies for identifying the main idea of a passage have increased reading comprehension.

  (Jitendra, Hoppes, & Xin, 2000; Sjostrom & Hare, 1984)

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Slide 5—Supporting Comprehension by Identifying Main Ideas During Reading (cont.)

Review the research statements on the slide.

> If students are able to identify or infer main ideas in a text, they will be better able to understand and remember important information. It is often assumed that advanced students or students in secondary schools have already mastered the ability to identify and write main ideas. However, research indicates that as text becomes increasingly complex, most people need to be taught to use strategies for identifying and writing main ideas.

REFERENCES: Afflerbach, 1990; Jitendra, Hoppes, & Xin, 2000; Sjostrom & Hare, 1984.

Slide 6—Notes Log: Previewing

*Have participants find **Handout 2: Notes Log Template**.*

The Notes Log is the graphic organizer we will use to systematically preview text *before* reading and to record main ideas and details *during* reading.

We will return to the log one more time *after* reading to help students summarize what they have learned.

When you begin implementing the Notes Log, you will be working with only one paragraph at a time as you help students understand how and when they should use the routine. At the end of this module, we will discuss how to use the routine with a passage or longer portions of text.

The section of the Notes Log highlighted in this slide is the Previewing section. Previewing is the first step in identifying the main idea of a text.

REFERENCE: Pauk, 2000.

Previewing:
Modeling Phase: *I Do*

1. Use the vocabulary instructional routine to introduce important vocabulary words:

   – Select academic and content-specific words.

   – Pronounce the words.

   – Provide student-friendly definitions.

2. Record the title/topic and the page numbers for the chapter or section.

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Slide 7—Previewing: Modeling Phase: *I Do*

There are four steps to follow during the **modeling phase** (the ***I DO*** stage) of **previewing**.

1. **Use the vocabulary instructional routine to introduce important vocabulary words.** Part of **previewing** includes **selecting the academic and content-specific words to teach students, pronouncing those words, and providing student-friendly definitions.** Pay particular attention to the proper nouns in the text.

For a detailed description of vocabulary instructional routines, see Unit 2.

2. **Record the title/topic and the page numbers for the chapter or section.** This will provide a quick reference for students when returning to the Notes Log on subsequent days of instruction.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
PREVIEWING INSTRUCTIONAL ROUTINE adapted with permission from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Vaughn, S., Emonds, M., Simmons, D., & Rupley, W.H. (n.d.). *Enhancing the quality of expository text instruction and comprehension through content and case-situated professional development* (Teacher Quality Research Project; R305M050121A). Washington, D.C.: U.S Department of Education, Institute of Educational Sciences.

Previewing: Modeling Phase: *I Do* (cont.)

3.   State the primary focus of the chapter or section and explain how it connects to students' prior learning.

4.   "Think aloud" as you look at the title, page numbers, and headings/terms/graphs/tables/pictures.

Slide 8—Previewing: Modeling Phase: *I Do* (cont.)

3.   **State the primary focus of the chapter or section and explain how it connects to students' prior learning.** Identify the most important thing you want students to understand and remember from the reading. Focus on the essential learning—what should students know and be able to do after the lesson? This is also the time to grab students' attention about the topic and help them understand how the information in this chapter or section relates to the previous lessons.

4.   **"Think aloud" as you look at the title, page numbers, and headings/terms/ graphs/tables/pictures.** It may be necessary to define and give examples (from the students' actual textbooks) of the features of text: title, subtitles, headings, photographs, illustrations, charts, graphs, tables, and diagrams. For example, you might say, "I notice the word *climate* is on almost every page," or "There are headings in bold font that include the names of angles," or "I see some character names in the story that aren't familiar to me," or "This page has a bar graph showing the number of U.S. immigrants per decade."

Main Idea Instructional Routine

1. Complete the previewing routine.

2. Identify the main ideas of each paragraph.

3. Record important details related to the main ideas.

4. Compose a Main Idea of the Section statement.

Slide 9—Main Idea Instructional Routine

After providing a brief **preview**, it is time to begin reading the text and **identifying the main ideas** using the main idea instructional routine. These statements and their corresponding **details** will also be recorded on the Notes Log.

Review the steps of the routine.

Slide 10—Notes Log: Main Idea

The middle section of the Notes Log is based on a two-column notetaking method. Students compose main idea statements for each paragraph in the left column and record any additional details related to that main idea in the right column.

TWO-COLUMN NOTES adapted from Pauk, 2000.
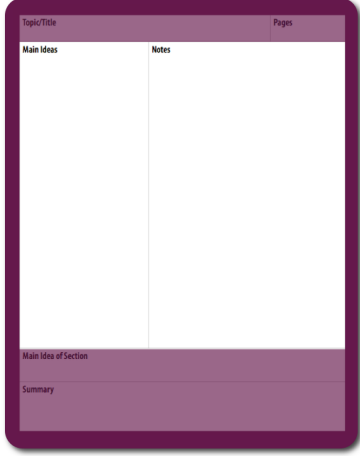
Slide 11—Notes Log: Main Idea: Mathematics Sample

*Ask participants to find **Handout 3: Notes Log: Identifying Main Ideas: Mathematics Samples**.*

Examples throughout this module are based on passages from several subject areas, but in the interest of time, we will read a passage only when the activity calls for it.

These are samples of logs with the Previewing and Main Idea/Details steps completed. Notice that the details are aligned with the main ideas to which they relate. That is how we will practice completing these portions of the Notes Log during this module.

Additional Information for the Presenter

As with all samples, this Notes Log is provided to give teachers a feel for how the routine might be used in their classes. It is not intended as an actual lesson to be used with their students, since all teachers must exercise professional discretion in determining the appropriateness of the specific content for their courses, as well as the alignment of the material to the Texas Essential Knowledge and Skills.

Slide 12—Main Idea: Modeling Phase: *I Do*

Review the information on the slide.

As you move to the Main Ideas and Notes sections of the log, you will need to establish the purpose for the activity. You want students to know when they should apply this in the future to support their independent learning.

Frequently restate the primary focus to assist students in identifying what is most important in the paragraph you are about to read. It may be helpful to post the essential learning objective on the board so that students can refer back to what they are expected to know and be able to do after the lesson.

As stated earlier, we will also be addressing how to use the routine with a passage and with longer sections of text.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

Main Idea:
Modeling Phase: *I Do* (cont.)

Explain that you will identify the main idea of the paragraph using the Get the Gist routine.

1. Name the "who" or "what": the person, place, or thing that is the topic.

2. Tell the most important information about the "who" or "what."

    • Has what?

    • Is what?

    • Does what?

3. Say it in 10 words or less. Must be a complete sentence.*

    *Keep in mind that answer choices on assessments are sometimes stated in incomplete sentences and that these answer choices may not be limited to 10 words.
    (*Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001*)

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Slide 13—Main Idea: Modeling Phase: *I Do* (cont.)

We will use a strategy called **Get the Gist** first to find main ideas of paragraphs and later to find main ideas of passages or longer sections of text. The steps of this strategy are listed in **Handout 4**. In research conducted with students of various ages and ability levels, as well as with students who are English language learners, Get the Gist was found to be an effective means of increasing students' reading comprehension (Kim et al., 2006; Klingner, Vaughn, Arguelles, Hughes, & Leftwich, 2004; Vaughn, Klingner, & Kettman, 1999).

Allow participants to find the handout.

Explain the steps of Get the Gist to your students as you model using a paragraph from the text. Make sure to **explain that you will identify the main idea of the paragraph using the Get the Gist routine** before actually using the routine.

1. Name the "who" or "what": the person, place, or thing that is the topic.

First, determine whether the paragraph is about a "who" (person or group of persons) or a "what" (place or thing). Name the "who" or "what" that the

Notes continue on the next page.

Main Idea:
Modeling Phase: *I Do* (cont.)

Explain that you will identify the main idea of the paragraph using the Get the Gist routine.

1. Name the "who" or "what": the person, place, or thing that is the topic.

2. Tell the most important information about the "who" or "what."

   • Has what?

   • Is what?

   • Does what?

3. Say it in 10 words or less. Must be a complete sentence.*

   Keep in mind that answer choices on assessments are sometimes stated in incomplete sentences and that these answer choices may not be limited to 10 words.
   (Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

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paragraph was mostly about (the topic of the paragraph).

2. Tell the most important information about the "who" or "what."

Next, list the most important information about the "who" or "what," leaving out the insignificant/smaller details. Some of those details will be recorded later in the right column, or Notes section. The gist may, however, contain a significant detail that helps to describe more clearly the point of the paragraph. Use the guiding questions (**has what/is what/does what?**) to help locate the most important information about the topic.

3. Say it in 10 words or less. Must be a complete sentence.*

Finally, state the gist/main idea in a complete sentence of 10 words or less. The "who" or "what" (subject of the sentence) counts as only 1 of those 10 words, even if it is written in more words.

* As the note on the slide indicates, students cannot always expect the main idea statements to be complete sentences of 10 words or less. This is a guide that is used to help students learn how to compose concise and appropriate main ideas, so it should not be considered a hard-and-fast rule. The authors of Get the Gist

Notes continue on the next page.

offer this explanation:

"The purpose of making sentences 10 words or less is to provide structure so that students only include the most essential information. Otherwise, students write gist statements that are too long and repeat everything that is in the original passage. However, if teachers would like to omit this rule, that is certainly OK. We have found that some teachers like to emphasize this requirement while others do not" (Klingner et al., 2001, p. 38).

GET THE GIST reprinted with permission from Klingner et al., 2001.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
REFERENCES: Kim et al., 2006; Klingner, Vaughn, Arguelles, Hughes, & Leftwich, 2004; Vaughn, Klingner, & Kettman, 1999.

Slide 14—Main Idea: Modeling Phase: *I Do* (cont.)

Let's review the steps of Get the Gist in more detail.

Step 1: Name the "who" or "what" of the paragraph in as few words as possible.

The "who" or "what" must be very specific and should not include anything that the who/what was doing in the paragraph. The slide contrasts a **correct example** (**North America**) with an **incorrect example** (**what caused North America to be difficult for people to reach**) of this step.

*Ask participants to turn to **Handout 5: "Physical Location of North America"** and read it silently. Allow 1 minute.*

Model thinking aloud to identify the "who" or "what" of the sample paragraph:

"As I read this paragraph, I noticed that *North America* is repeated many times. It's in the title, and then it is used seven more times in the paragraph. The whole paragraph has something to do with North America. I think that must be the 'what.'"

Notes continue on the next page.

Additional Information for the Presenter

The terms "correct example" and "incorrect example" are used in this module to prevent participants from confusing the instruction on how to compose main idea statements with the types of information included in "examples" and "nonexamples" on a Frayer Model.

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I/WE/YOU DO adapted with permission from Archer et al., 1988.

Slide 15—Main Idea: Modeling Phase: *I Do* (cont.)

Read Step 2 on the slide. Then model Step 2 by thinking aloud:

"The paragraph talks a lot about how North America had water all around it. When it described how people were kept away or how unique plants and animals developed, it was because North America was isolated by the oceans. That is the most important thing. It's what helps the other information in the paragraph make sense and fit together."

The **correct example** from the slide identifies the most important information about the **"what"** (**North America**): **It is isolated by ocean waters.** Contrast the example with an **incorrect example**: **It is bordered by the Arctic Ocean to the north, the Gulf of Mexico to the south, the Pacific Ocean to the west, and the Atlantic Ocean to the east.**

There are important details in the incorrect example that don't belong in the main idea but that can be recorded in the right column (Notes section) of the Notes Log.

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I/WE/YOU DO adapted with permission from Archer et al., 1988.

Slide 16—Main Idea: Modeling Phase: *I Do* (cont.)

Model Step 3 by thinking aloud:

"Now I have to write the gist of the paragraph in 10 words or less. I figured out that it was about North America and how the continent was isolated by ocean waters for a long time. Let's see…I want to make sure I explain how the oceans helped isolate it. How about: 'The ocean waters were all around North America?' No, I have to get the part about it being isolated for a long time. What if I said: 'The ocean waters all around North America made it isolated for many years?' No, that would be 12 words, so I need to shorten it a little. It would be the same thing if I said: 'The waters surrounding North America isolated it for many years.' That would work!"

Some of the words from the previous slide were eliminated to keep the main idea statement as close to 10 words as possible and to include the most significant information. Remember that the "who" or "what" counts as only one word, even if it takes several words to identify. Our "what" was stated in two words: "North America." However, we will count the phrase as only one word when tabulating

Notes continue on the next page.

Main Idea:
Modeling Phase: *I Do* (cont.)

Step 3: Say it in 10 words or less.

Correct Example	Incorrect Example
The waters surrounding North America isolated it for many years.	Because North America is surrounded by ocean waters, it has developed unique plants and animals and was difficult for people to reach for many years.

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the total number of words in the sentence. Therefore, our correct example sentence has 9 words versus the 24 words in the incorrect example. The details of the unique plants and animals as well as the difficulty in reaching the continent will be included as details in the Notes section, not as part of the main idea.

When introducing the Get the Gist routine to students, it is necessary to model how you identified the "who" or "what," found the most important information about the "who" or "what," and composed the gist statement. Just as I did, think aloud while modeling how to complete each step.

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I/WE/YOU DO adapted with permission from Archer et al., 1988.

**Main Idea:
Modeling Phase: *I Do* (cont.)**

Record other important information in the Notes section of the log:

– Details, facts, examples

– Words in bold or italics

– Enumerated/bulleted lists

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Slide 17—Main Idea: Modeling Phase: *I Do* (cont.)

Review the information on the slide. Refer to completed Notes Logs if necessary.

Any important details that were taken out of the main idea/gist statement can be put in the Notes section. This is where you would write about the specific oceans, some of the unique plants and animals, the protection from attack, and any other significant information mentioned in our sample paragraph.

Frequently repeat the primary focus that was provided to students while previewing the text. Model how you would consider whether the details were "important" based upon how they related to the primary focus.

Also, point out items in bold, italics, lists, captions, and graphs/charts. These features of the previewed text can now become sources of information for the notes.

Again, teaching students to recognize important details will require repeated modeling. You will need to think aloud as you consider details in the text and reason through whether they should be included. While time consuming at first, it is a critical part of helping students acquire the skill.

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I/WE/YOU DO adapted with permission from Archer et al., 1988.

Main Idea:
Teacher-assisted Phase: *WE Do*

- Before continuing, review the Get the Gist routine by asking students:

    – Why is it important to find the main ideas as we read?

    – What are the steps in our main idea Get the Gist routine?

    – What do we do with the important details?*

* Remember that a significant detail may be included in the gist.

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Slide 18—Main Idea: Teacher-assisted Phase: *WE Do*

Once students understand how to complete the main idea routine, begin to gradually release responsibility to them by having them work with you to Get the Gist.

Review the information on the slide. The three steps for Get the Gist are:

1. *Name the "who" or "what": the person, place, or thing that is the topic (may be more than one word).*

2. *Tell the most important information about the "who" or "what." (Do not include details.)*

3. *Say it in 10 words or less. Must be a complete sentence.*

A significant detail may be necessary to describe more clearly the point of the paragraph. Use the guiding questions (has what/is what/does what?) to help locate the most important information about the topic. Other details should be recorded in the Notes section of the log.

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I/WE/YOU DO adapted with permission from Archer et al., 1988.

**Main Idea:
Teacher-assisted Phase: *WE Do* (cont.)**

- Continue writing the main idea for one paragraph at a time.
  - Guide students as they use the Get the Gist routine.
  - If necessary, model the routine again with a "think aloud."
- Ask students to tell you what to record in the Notes section. Consider the following:
  - Important details, facts, examples
  - Words in bold or italics
  - Enumerated/bulleted lists

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Slide 19—Main Idea: Teacher-assisted Phase: *WE Do* (cont.)

Work with the class to apply the Get the Gist routine to find the main ideas of several paragraphs, but complete only **one paragraph at a time** while students are still learning to use the routine. Monitor closely and provide feedback if necessary.

Review the information on the slide.

Students may work in pairs during this activity, but you should still check their main idea statements and details after each paragraph.

Return to *I Do* and model the routine again if necessary.

When writing the gist in 10 words or less, it may be necessary to remind students not to include details. However, the class should also discuss whether the statement will help them recall the details they may need to know later. A good main idea will encompass and help trigger associations with the details. The details should be recorded in the right column, or Notes section.

 Video: Main Idea: Get the Gist Routine (3:11)

Main Idea:
Teacher-assisted Phase: *WE Do* (cont.)

- Continue writing the main idea for one paragraph at a time.
  - Guide students as they use the Get the Gist routine.
  - If necessary, model the routine again with a "think aloud."
- Ask students to tell you what to record in the Notes section. Consider the following:
  - Important details, facts, examples
  - Words in bold or italics
  - Enumerated/bulleted lists

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Activity: Generate-Share

This video shows a science teacher using the Notes Log in a lesson on climate change. As you watch the video, GENERATE a list of the ways in which the teacher scaffolds her students' learning. What do you observe the students doing that indicates they know what they are supposed to do and why?

Click the icon to play the video.

Let's SHARE some of the ideas you recorded. How does the teacher scaffold her students' learning in the lesson on climate change? What do you observe the students doing that indicates they know what they are supposed to do and why?

Call on participants.

Suggested responses:

- *Stated the steps of Get the Gist*
- *Explained the purpose for writing main ideas*
- *Worked with partners to read and generate the main ideas*
- *Counted the words in their sentences*

Notes continue on the next page.

- *One student shared the main idea statement with the class*

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GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

Slide 20—Notes Log: Main Idea: Social Studies Sample

*Ask participants to find **Handout 6: Notes Log: Identifying Main Ideas: Social Studies Sample**.*

This handout shows how the Notes Log will look when the Main Idea and Notes sections are completed together as a class for an entire passage on the geographic factors that influenced the development of North America.

Notice how the middle section can be expanded to accommodate longer sections of text. The amount of information included here reflects the teacher's version of the Notes Log. You will have to use your professional judgment to determine what would be appropriate to expect of students.

Remember that this Notes Log is a structured way for students to record the basic ideas and check their basic understanding of the information. It will still be necessary to help students consider the significance of this information.

Main Idea:
Independent Practice: *YOU Do*

1. Complete the previewing routine.
    a. Introduce the important academic and content-specific vocabulary words.
    b. Have students record the title/topic and the page numbers for the chapter or section.
    c. State the primary focus of the chapter or section.
    d. Have students look at the title, page numbers, headings, terms, graphs, tables, and pictures.

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Slide 21— Main Idea: Independent Practice: *YOU Do*

You would not shift to *YOU Do* until you were confident students could handle the routine on their own. But even when students are completing the main idea routine independently, you will continue to lead the previewing routine to ensure that students are adequately prepared for the reading.

Handout 7: Identifying Main Ideas in Text is a compilation of the steps presented in this module.

Review the information on the slide.

Part of your previewing should include asking students which portions of the log will be completed when previewing, writing main ideas, and recording details.

Main Idea:
Independent Practice: *YOU Do* (cont.)

2. Ask students to write the main ideas with the Get the Gist routine.

   a. Name the "who" or "what."

   b. Tell the most important information.

   c. Say it in 10 words or less.

3. Periodically critique students' main idea statements.

4. Ask students to record the following in the Notes section:

   a. Details, facts, examples

   b. Words in bold or italics

   c. Enumerated/bulleted lists

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Slide 22—Main Idea: Independent Practice: *YOU Do* (cont.)

Have students verbalize the steps of the routine several times.

Review the information on the slide.

Check students' understanding of the routine by asking the following questions:

- Can the "who" or "what" be more than one word?

- What do we do when we take notes/identify the main idea?

- When do we take notes/identify the main idea?

- Why is it important to take notes/identify the main idea?

- What do we include and what do we leave out of our gist statements and our notes?

Monitor students closely as they work, and provide feedback or support whenever necessary. It is best to have students practice the routine in partners before working independently.

Notes continue on the next page.

Periodically stop to have students share their main idea statements. Discuss the appropriateness of their statements and how they might be improved.

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I/WE/YOU DO adapted with permission from Archer et al., 1988.

Slide 23—Practice Identifying Main Ideas and Details in Text

Activity: Practice Identifying Main Ideas and Details in Text

*Have participants turn to **Handout 8: Physical and Chemical Properties**.*

So far, we have been looking at only completed samples without seeing the text from which the main ideas and details were drawn. To help you understand how this routine will work with your students, we want to practice identifying the main ideas and details in a short passage. Read *Physical and Chemical Properties* to yourself and then work with your partner to write one Get the Gist statement and record the important details on the Notes Log that is provided with the passage. Remember to use the steps of the routine. You will have about 5 minutes to do this activity. Are there any questions?

Monitor participants and offer assistance as necessary. After 5–6 minutes, ask a group identified during your monitoring to share their Get the Gist statement. Check it against the steps:

• *Name the "who" or the "what".*

- *Tell the most important thing about the "who" or the "what".*

- *Say it in 10 words or less.*

- *If the statement exceeds 10 words, explain why it is still acceptable.*

Ask a group to share their main idea and details from the Notes Log. Suggested response:

Main Idea: Physical and chemical properties are used to identify matter.

Notes:

- *Physical properties*

    - *Describe measurable characteristics*

    - *The basic nature will not change*

    - *Examples: color, odor, mass, density, freezing point, melting point*

- *Chemical properties*

    - *Describe the way a substance behaves in a chemical reaction*

    - *Examples: reacts with water, reacts with oxygen (flammability), health hazard (toxicity)*

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SOURCE adapted with permission from De Leon, n.d.

Main Idea of the Section

It is possible to identify main ideas of individual paragraphs, a series of paragraphs, or an entire passage.

- Use the Get the Gist routine to identify the main idea of a longer section of text.

    a. Name the "who" or "what."

    b. Tell the most important information.

    c. Say it in 10 words or less.

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Slide 24—Main Idea of the Section

Review the information on the slide.

While students are still learning to write main ideas and use the Get the Gist routine, it is important that they work paragraph by paragraph. As they become more adept at using the routine, they should also learn to group paragraphs and write main ideas for connected sections of text. It is more realistic and efficient to work with sections of academic texts, since working at the paragraph level will quickly become cumbersome.

In addition, it is not always practical to compose a main idea statement for a single paragraph of narrative text. This is because narrative passages can have different rules for paragraphing. Dialogue requires a new paragraph for each turn of speaker. At other times, the paragraphs are determined by the flow of the writing more than by the change of important ideas.

On state assessments, students may be asked to identify the main idea of a paragraph, a series of paragraphs, or an entire passage. Therefore, students should

Notes continue on the next page.

also practice recording details of a passage in the Notes section of the log and writing one main idea for a page or section of the text.

Handout 9: Moving From Paragraph Level to Increasingly Longer Sections of Text provides some guidance on how you might divide passages as you support students in processing lengthier text.

The most important reason for including the Main Idea of the Section on the Notes Log is to distinguish a main idea statement from a summary paragraph. More information about this distinction will be provided when introducing the summarizing routine in the next module.

GET THE GIST reprinted with permission from Klingner et al., 2001.

Notes Log: English Language Arts Sample

SAMPLE 1
Main Idea of Section:
Memories help ease the pain of losing a loved one.

SAMPLE 2
Main Idea of Section:
Kenny's first morning in Alabama is spent listening to Mr. Robert and then to Grandma Sands.

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Slide 25—Notes Log: English Language Arts Sample

*Ask participants to find **Handout 10: Notes Log: Identifying Main Ideas: English Language Arts Samples**.*

Point out to participants where notes are recorded and where the one main idea of pages 69–73 is recorded.

It is not necessary to complete the main idea of the section on every assignment. Whether you have students "Get the Gist" for paragraphs, sections, or chapters depends on the objective of your lesson.

As with all samples in this module, the English language arts Notes Logs reflect teachers' versions. It is not expected that middle school students would produce this amount of detail, so teachers will need to use their professional judgment to determine the amount of information most appropriate for students to include.

The Notes Log is a structured way for students to record the basic ideas and check their basic understanding of the information. It will still be necessary to help students consider the significance of this information.

Notes continue on the next page.

These samples include lines dividing the Main Idea and Notes sections. This is a form of scaffolding to show students how many main ideas to generate for the passage.

GET THE GIST reprinted with permission from Klingner et al., 2001.
SOURCE: Alexander, 1983.

Slide 26—Notes Log: Science Sample

*Ask participants to find **Handout 11: Notes Log: Identifying Main Ideas: Science Samples**.*

These sample logs have main ideas for paragraphs as well as main ideas for the entire section of text.

Point out the main ideas for paragraphs and the main idea for the section (pages 280–284).

Depending on your text and the level of detail with which you are having students use the Notes Log, you may choose to complete the main idea of the section. In mathematics, for example, there is frequently a lack of connected text long and comprehensive enough to make writing a main idea of the section practical.

Scaffolding

- Provide the number of details to locate for each paragraph.

- Encourage the use of pictures, symbols, and diagrams.

- Provide templates with completed portions of the Main Idea and Notes sections and portions containing blanks to be filled in by the student.

- When necessary, return to modeling how to write main ideas and select important details.

- Gradually increase students' responsibility for grasping the main idea of text.

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Slide 27—Scaffolding

*Refer participants to **Handout 12: Scaffolding the Identification of Main Ideas in Text,** which lists the scaffolding steps presented on this slide.*

Some students may need additional support in previewing complex text. Struggling students have a tendency not to list enough information in the Notes column, but advanced students have a tendency to list too much. Therefore, it is often useful to give students a suggested **number of details** to find in the paragraph or passage until the students have a better sense of how much information is appropriate.

Information recorded in the Notes Log does not always have to be in the form of words. **Pictures, symbols, and diagrams** may be more appropriate for the content or may better address the language proficiency of your students.

The Notes Log can also be modified by creating sections with **completed portions** already on the page. This can help reduce the language or cognitive demands and afford students an opportunity to concentrate on the important concepts.

Notes continue on the next page.

Scaffolding

- Provide the number of details to locate for each paragraph.

- Encourage the use of pictures, symbols, and diagrams.

- Provide templates with completed portions of the Main Idea and Notes sections and portions containing blanks to be filled in by the student.

- When necessary, return to modeling how to write main ideas and select important details.

- Gradually increase students' responsibility for grasping the main idea of text.

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ALWAYS complete a "teacher key" of the Notes Log so that you can anticipate problems the students might have and determine the amount of information you would reasonably expect them to be able to identify. You may even choose to **return to modeling** if you know a particular section will be too difficult for students to complete on their own.

Of course, you do not want to force students through the tedious steps of the routine forever. Eventually, you want students to be able to **grasp the main idea** without having to use Get the Gist.

Students will eventually develop their own processes for completing the main ideas and details. Some may find it useful to record the details, or notes, as they read and then compose main idea statements for sections of their notes after reading. This is an acceptable adaptation of the instructional routine that reflects student ownership of the Notes Log.

GET THE GIST reprinted with permission from Klingner et al., 2001.

Summary

- Understand how providing support in identifying main ideas during reading improves students' comprehension of text.

- Construct a Notes Log to teach students how to identify critical information in paragraphs and determine the main idea.

- Apply the three-step process for explicit instruction to the implementation of the Notes Log for identifying main ideas and details.
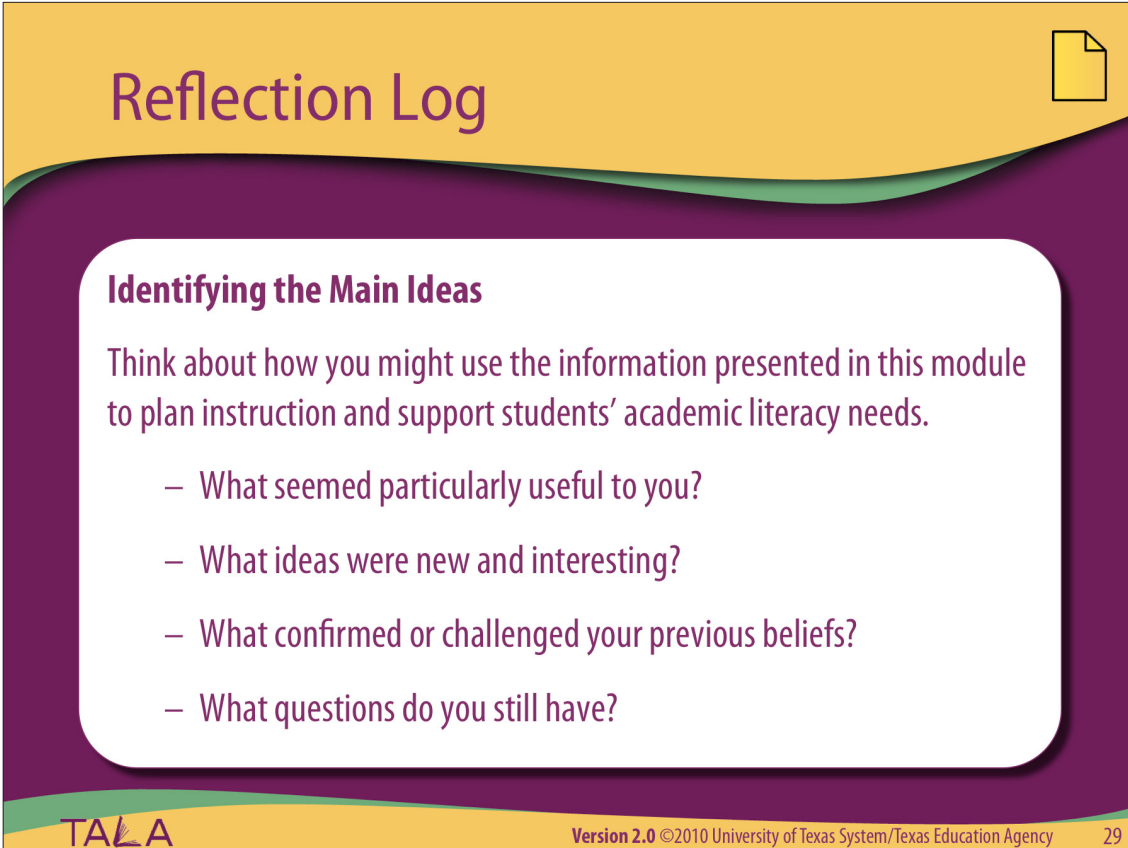
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Slide 28—Summary

Review the objectives.

Handout 13: Notes Log Templates provides two versions of the log to use as a classroom master. One version has all sections on a single page, and the other has the Main Idea and Notes sections expanded to two pages.

Reflection Log

Identifying the Main Ideas

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

– What seemed particularly useful to you?

– What ideas were new and interesting?

– What confirmed or challenged your previous beliefs?

– What questions do you still have?

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Slide 29—Reflection Log

Activity: Reflection Log

*Have participants turn to **Handout 14: Reflection Log**.*

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.