

# A New Lens on Teaching Reading Strategies

## Lesson Plan 2 – Finding Key Supporting Details in Informational Text

How do we teach students to cite strong, textual evidence to support the main idea?

### Objectives:

- Students will understand the concept of key supporting details in nonfiction text.
- Students will be able to follow a set of steps (automatically employed by good readers) to identify key details which support the main idea in an article.
- Students will practice identification of key supporting details in news articles about science and social studies topics.
- Students will be able to identify and state key supporting details of informational text.

### CCSS addressed:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Materials:

Newsela articles (<https://newsela.com>), chart paper, markers, highlighters, student paper and pens, Main Idea and Key Supporting Details Graphic Organizer, (Optional: projected article)

### Procedure:

This lesson draws on skills you may or may not have taught or skills students may or may not be familiar with.

- ***“cite strong textual evidence”***

Begin the lesson by Introduce the topic –***“cite strong textual evidence”***

*Ask students what do they know or have heard about the words “cite strong textual evidence” ask them to share what they know or have heard about the words, “cite strong textual evidence.”*

**Chart student’s responses and let them know that you will revisit the chart throughout the course of the lesson.**

Refer back to the brainstorm chart compiled earlier and discuss similarities and differences

Explain the meaning: “key details from the text that supports your Main Idea is also known as **“text**

**evidence.”** <http://www.warrencountyschools.org/userfiles/2607/Textual%20Evidence%20Powerpoint.pdf>

Lead the class a discussion on how and why citing textual evidence is important

<p><b>Explicit Textual Evidence</b></p> <p>When we have ideas about what we read, we need to cite <b>Explicit Textual Evidence</b> to support our ideas.</p> <p>When we read, we often are asked to answer questions or express our ideas <u>about the text</u>. In order to let people know we aren't making stuff up, we should use <b>Explicit Textual Evidence</b> to support our opinions or answers.</p> <p>In real life, people who can back up an opinion about a text with <b>Explicit Textual Evidence</b> are taken more seriously than people who can only give a reason of “just because.”</p>	<p><b>Explicit Textual Evidence</b></p> <p>What does <b>Explicit Textual Evidence</b> mean? The name really says it all.</p> <p>Explicit = direct</p> <p>Textual = from the text</p> <p>Evidence = support for your answer, opinion, or idea</p>	<p><b>Explicit Textual Evidence</b></p> <p>Giving <b>Explicit Textual Evidence</b> about your answers or opinions regarding a text is pretty simple. You just have to do three things:</p> <p>1. <b>State your idea:</b> State the idea you had about the text (if you are responding to a specific question, be sure your idea restates the question).</p> <p>2. <b>Cite what in the text led you to that idea:</b> Give supporting evidence from the text (by paraphrasing or directly quoting from the text). If you are directly quoting from a text, you must use quotation marks. <i>Sentence starters - In the first paragraph, _____ the author says... The text states... The text describes/For example... The author explains... Early in the text, the author/For instance...</i></p> <p>3. <b>Explain the Evidence:</b> Explain how the quote(s) or paraphrase(s) you pointed out support your idea. <i>Sentence starters - This shows... This is because... This means... This reveals... This illustrates... This highlights the difference between...</i></p>
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Model: by revisiting the Main Idea article: *Will a test on U.S. citizenship help make people better citizens?* Use the graphic organizer

Citing the Evidence			
Question	State	Cite	Explain
	State the idea you had about the text.	Cite what in the text led you to that idea.	Explain how each piece of evidence supports your idea.

State the steps to finding evidence:

1. Revisit and read each section, ask yourself questions
2. Making decision about what’s major and what’s minor information
3. How do we make decision on what is major and what is minor?

- We ask questions such as, do the sentence(s), statement(s) or phrase(s) support our main idea. Are these key, sentence(s), statement(s) or phrase(s).
4. Indicate key ideas in the text by (highlight, underline, etc...)
  5. Assess that your key details align/support your main idea, adjust as necessary

### **Try It On Your Own:**

In Triads – use the text given; go through the process that was modeled. Use the notes captured on the chart paper to guide your work. Distribute the graphic organizer and have students begin working.

Debrief:

- Ask students to share what it was like?