

Name: _____

Supporting the Main Ideas With Text Evidence

Identifying the main ideas of each week's reading helps us to understand what the author wants us to learn in each chapter of the book. This helps us to follow the sequence of events, to build visual pictures of the character actions and to relate to the problems and solutions they have. In other words – it makes the stories interesting! In this lesson we will work together to identify the main ideas in the text we are reading in class and support our ideas with “strong” text evidence that shows our understanding.

How do we do this with longer reading? We Read (part of the passage), Pause (to think about what is being shared in the reading), Evaluate (What is the main idea? Is this supported with evidence in all the sections?) and Respond (Write down our thoughts and ideas on paper or notes)

Let's practice on passages from this week's reading of the book, “Bud, Not Buddy” by Christopher Paul Curtis:

1st part of the reading:

We were all standing in line waiting for breakfast when one of the caseworkers came in and *tap-tap-tapped* down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to be paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"
I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of line. Then she pulled Jerry, one of the littler boys, over.
"Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Now stop and think about what the main idea of this part of the passage is? _____

Use quotation marks to identify evidence phrases and sentences that support this main idea in the passage?

Now read the next part of the reading:

Here we go again. I felt that I was walking in my sleep as I followed Jerry back to the room where all of the boys' beds were jim-jammed together. This was the third foster home I was going to and I'm used to packing up and leaving, but it still surprises me that there are always a few seconds, right after they tell you you've got to go, when my nose gets all runny and my throat all choky and eyes get all stingy. But the tears coming out doesn't happen to me anymore. I don't know when it first happened, but it seems like my eyes don't cry no more.

Pause again and evaluate what the main idea of this part of the passage is: _____

Think? Is this the same or different from the first part? _____ Which is a stronger main idea? _____

Use quotation marks to identify evidence phrases and sentences that support this main idea in the passage?

Now read the ending passage of the reading:

I put the flyer back in the suitcase with the four other one and put everything back in its place.

I went over to the big chest of drawers and took my other set of clothes out and put them in the suitcase too. I tied the twine back around my bag, then went and sat on Jerry's bed with him. Jerry must've been thinking just as hard as I was 'cause neither one of us said nothing, we just sat close enough so that our shoulders were touching.

Here we go again.

Pause again and evaluate what the main idea of this part of the passage is: _____

Think? Is this the same or different from the other sections? _____ Why? _____

What main idea has the most (or the strongest) support in the text? _____

Use quotation marks to identify evidence phrases and sentences that support this main idea in the passage?

Now that you know what the main idea is we will write it on the Literature Circle worksheet so you have a reference for when you complete these independently. This is an example of the first section of the worksheet. Use the information we shared today and your copy of the story to complete each of the response areas below:

<p>The main idea of this week's reading is</p> <p>_____</p> <p>_____</p> <p>I know this is the main idea because the text states (<i>write pages and quotes</i>) on page: _____ it states: _____</p> <p>_____</p> <p>and on page: _____ it states: _____</p> <p>_____</p>

Lastly, respond to the following question:

How does identifying the main idea help you, and other readers, better understand the story?
