Main ideas and supporting details

Build an Evidence Map

Name _____ Date _____

Quick review A topic names the subject. A main idea states an important point. Group details; some texts develop more than one main idea.

Example Students labeled their classroom library's shelves and made a borrowing chart. Both details support this main idea: the class made its library easier to use.

Read the passage. Group related details and use them to state two main ideas. Other well-supported wording is acceptable.

Inside the Borrowing Cart

[1] The fifth-grade project room had plenty of tools, but students spent much of each work period searching for them. A class team replaced several crowded drawers with a rolling borrowing cart. Each shelf held one kind of tool. Outlined spaces showed where scissors and rulers belonged, and labels faced outward.

[2] Finding a tool was only half the problem. Sometimes a ruler disappeared for days, or a glue bottle returned empty. The team added a checkout card for each item. Borrowers wrote the project group using it and checked the item before returning it. A separate tray held supplies needing attention.

[3] After two weeks, the team watched another class use the cart. Visitors located tools without opening every drawer, while checkout cards helped the team track missing pieces. The team planned to keep both systems: clear storage for finding materials and a return routine for keeping them available.

1. State the main idea supported by the shelves, outlined spaces, and outward-facing labels.

2. State a second main idea and match it with two supporting details.

3. Explain why the detail about a ruler disappearing belongs with the return-routine idea.

4. Revise this incomplete main-idea statement: 'The passage explains labels on a cart.' Include both important points.

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Responses and feedback: Build an Evidence Map

These are sample responses and reasoning. Accept other answers that fit the task and are supported by the text or language rule.

1. Clear storage helped students find the tools they needed.

Reasoning: First notice that all three details concern where tools are placed or how their locations are shown. Then state the larger point they share: making tools easy to find.

2. A return routine helped keep tools available; checkout cards tracked borrowers, and a separate tray identified supplies needing attention.

Reasoning: First group details about what happens after borrowing. Then connect the checkout cards and attention tray to continued availability rather than to shelf layout.

3. The missing ruler shows the problem the checkout cards were meant to address: tools could be hard to track after someone borrowed them.

Reasoning: First identify the problem in paragraph 2. Then connect it to the cards that record which project group is using an item; do not confuse tracking a borrowed tool with finding a stored tool.

4. The class used clear storage to help students find tools and a borrowing-and-return routine to keep tools available.

Reasoning: First recognize that labels are just one storage detail. Then broaden the statement to cover both the storage system in paragraph 1 and the return system in paragraph 2.