Main ideas and supporting details

Organize a Two-Part Report

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 trail team's report. Build two useful headings, connect evidence to them, and test an unsupported claim. Equivalent evidence-based responses are welcome.

Notes from the Path Team

[1] At Pine School, a student team reviewed the short walking path behind the playground. Their first goal was to help visiting classes follow the route. They sketched a map showing the gate, the fork, and the meeting bench. Matching symbols on small posts connected the map to places along the path.

[2] Their second goal was to preserve a quiet observation area near the end. During a practice visit, students crowded around one patch of plants and spoke over each other. The team marked two observation spots on the existing path. They also suggested that partners take turns describing what they noticed before the whole group shared.

[3] The final report included the map and the observation routine. Teachers could guide a class without guessing at the fork, and students had a plan for looking closely without crowding together. The team recommended trying both changes on the next visit.

1. Write two report headings that name the passage's two main ideas, not just its topic.

2. Place the map symbols and partner turns under the right headings. Explain each connection.

3. A report claims, 'The team proved that nobody would ever get lost.' Replace it with a main idea the passage supports.

4. If paragraph 2 disappeared, which important idea would be least developed? Explain using a missing detail.

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Responses and feedback: Organize a Two-Part Report

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

1. Making the Route Easier to Follow; Organizing Quiet, Uncrowded Observation.

Reasoning: First separate the route-finding work from the observation routine. Then write a heading for the larger purpose of each group of details rather than using the single topic 'The Path.'

2. Map symbols support easier route-finding because they connect places to the map. Partner turns support organized observation because students describe discoveries without all speaking at once.

Reasoning: First ask what each detail helps students do. Then link symbols to navigation and turn-taking to the quiet observation routine.

3. The team designed a map and matching signs to make the route easier for visiting classes to follow.

Reasoning: First remove the unsupported promise 'nobody would ever.' Then use the actual map and posts to describe the team's goal without claiming a guaranteed result.

4. The idea about organized observation would lose support because the explanation of marked observation spots and partner turns would be missing.

Reasoning: First identify paragraph 2's shared purpose. Then name a detail it contributes; the map in paragraph 1 would still support route-finding, but not explain how the observation routine works.