Main ideas and supporting details

Repair the Main-Idea Brief

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 project account. Evaluate and improve statements for a short school report. Support your decisions with details; other accurate revisions are acceptable.

The Lunchroom Listening Project

[1] A school committee wanted to understand why students rarely used the lunchroom's suggestion box. Members first read the old suggestion slips. Most asked about food, although the committee also needed ideas about seating and cleanup. The committee replaced the blank slips with cards offering three labeled sections and space for an additional idea.

[2] The committee also wanted to show that suggestions received attention. It posted a weekly chart listing ideas under 'Trying,' 'Still Discussing,' or 'Not Possible Yet.' Each entry included a short explanation. One class suggested moving the tray cart, so the committee tested a new location for three lunches.

[3] At the next meeting, members examined the new cards and asked students about the chart. Several cards now discussed seating. Some students said the explanations helped them understand decisions. The committee planned to continue both inviting a wider range of ideas and making its responses visible.

1. Write a two-part headline that captures both main ideas of the project.

2. Explain why 'The tray cart changed locations' is not a sufficient main idea for the whole passage.

3. Choose one detail showing a broader range of suggestions and one showing visible responses. Explain what each supports.

4. Correct this claim without overstating the results: 'The project made every student happy with every lunchroom decision.'

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Responses and feedback: Repair the Main-Idea Brief

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

1. Better Cards Invite More Kinds of Ideas; A Public Chart Explains What Happens Next.

Reasoning: First identify the purpose of the new cards. Then identify the different purpose of the chart, and give both purposes a place in the headline.

2. Moving the tray cart is one example of testing a suggestion. It leaves out both the redesigned cards and the chart that explains responses to many suggestions.

Reasoning: First locate the tray-cart detail inside the larger response system. Then compare its limited scope with the two systems developed across the passage.

3. New cards included seating ideas, supporting the goal of collecting more kinds of suggestions. Chart entries included explanations, supporting the goal of showing how suggestions were handled.

Reasoning: First match a change in card content to the invitation goal. Then match public explanations to the response goal; these details serve different main ideas.

4. The project encouraged more kinds of suggestions and helped some students understand how the committee responded to them.

Reasoning: First replace the unsupported 'every' claims with the results actually reported. Then include both the seating suggestions and the comments from some students about understanding decisions.