



Literacy Prep: Session #3

- **Introduction**
- **Finding the Main Idea**
- **Writing a Summary Paragraph**
- **Writing an Opinion Paragraph**

OSSLT

March 31st, 2020

Note: Our next Literacy task will be a written practice test (diagnostic assessment) taking place during period 1 on December 11th, 2019.

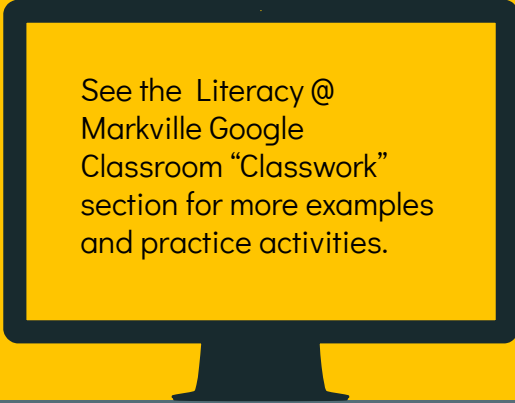
If you haven't
already...



Join the Literacy @ Markville Secondary School Google Classroom

Google Classroom Join Code:

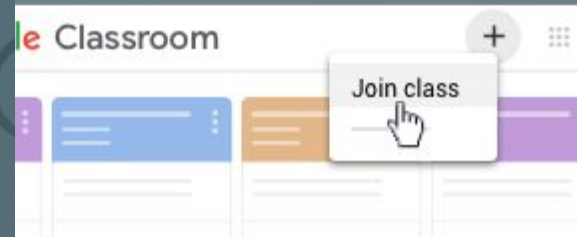
anc9xz



See the Literacy @
Markville Google
Classroom "Classwork"
section for more examples
and practice activities.

Literacy @ Markville Secondary School

Class code `anc9xz` [QR icon]





After School Literacy

**Wednesdays & Thursdays from 3:00pm-4:30pm, in room 224
(First session is November 13th and last session is December 12th)**

The after school literacy program is an opportunity for students to work on the specific skills and to practice answering the types of questions that will be asked on the OSSLT.

The goal of the program is to reinforce the skills required and to help students feel more comfortable for the writing of the OSSLT this spring.

[Link to After School Literacy Program Information](#)

Finding



The Main Idea

Objective: for students to recognize that the “main idea” of a selection is more than just the “topic”, it is also what the author is saying about the “topic”.

WHEN STUDENTS CAN
DECODE
THE MAIN IDEA OF A
TEXT
THEY CAN IDENTIFY
ITS PURPOSE

What is a
“main idea”
anyway?

Main Idea = Topic + The Author’s Point About the
Topic

Finding the Main Idea

Paragraph: A group of sentences organized around a topic, a main idea about the topic, and details that support the main idea.

Topic: The overall subject of a paragraph.

Main Idea: A statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic.

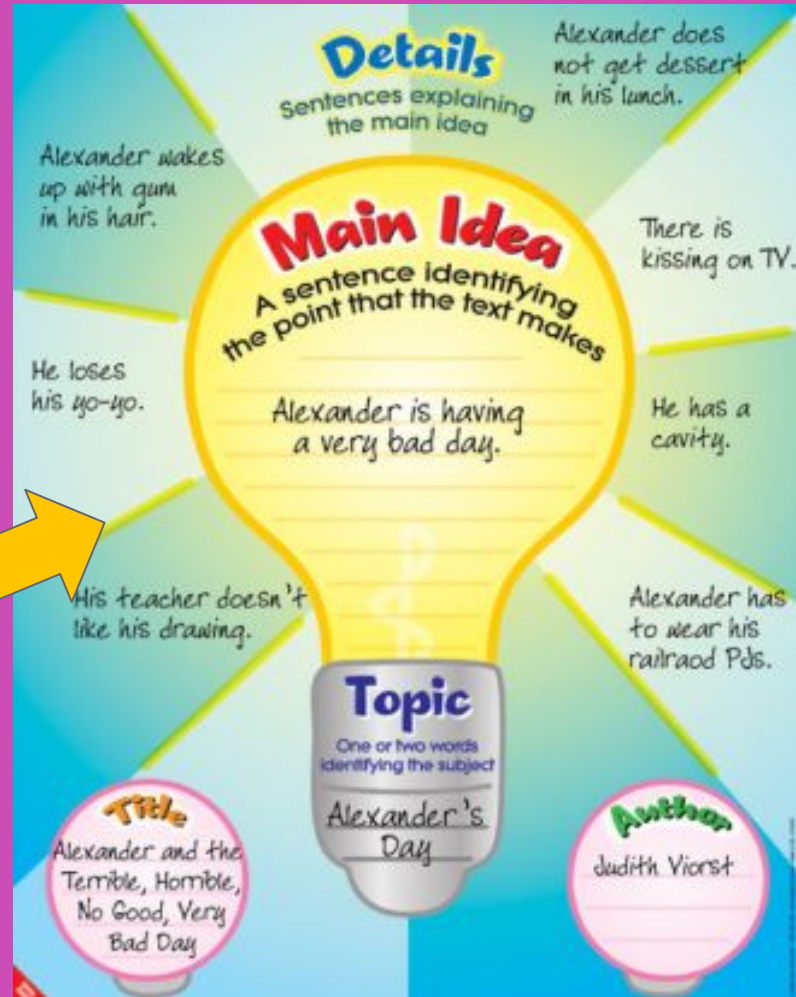
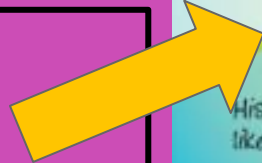
Details: The specific information about the main idea or support for the main idea.

Topic: Alexander's Day

Main Idea: That Alexander is having a very bad day.
(What does the author want me to know about the topic?)

Supporting Detail: Alexander woke up with gum in his hair and he loses his yo-yo.

eg.



Main Idea = Topic + Author's Point about the Topic

How to Find the Topic

Ask yourself the question:

What or who is this paragraph about?

How to Find the Main Idea

Ask yourself the question:

What is the overall message or argument being made by the author about the topic of this paragraph?

How to Find Supporting Details

Turn the main idea into a question by asking *who, what, when, where, why, or how?* The answer will give a set of details.

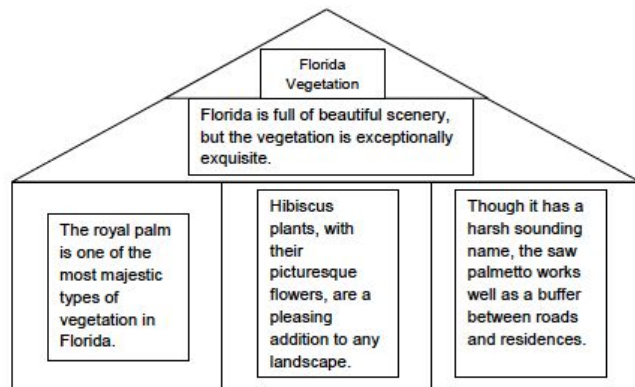
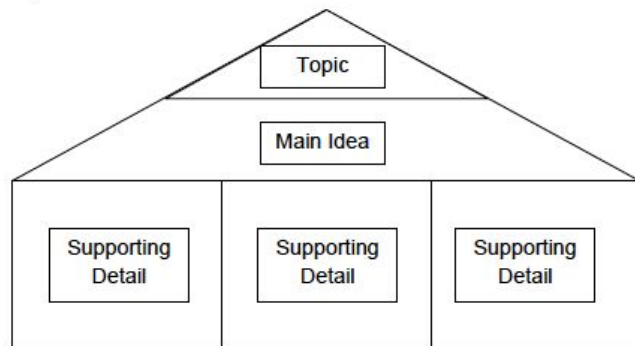
Hints

- ✓ Boldfaced headings or titles may contain the topic and/or main idea
- ✓ First and last sentences in the paragraph are usually helpful
- ✓ Look for repeating words, these often indicate the topic

Remember

Topics, main ideas, and supporting details work together. The main idea tells the author's point about the topic, and the details offer support for the main idea.

The main idea is the overall idea of the paragraph. It is supported by details throughout the paragraph much like the frame of a house supports the roof.



Florida is full of beautiful scenery, but the vegetation is exceptionally exquisite. Shopping plazas, residential areas, and highway medians are often elaborately decorated with grand palm trees and tropical plants. Of the many types of vegetation found in Florida, one of the most majestic is the royal palm. Growing to nearly ninety feet tall, it towers over many shopping centers and hotels with splendor. Hibiscus plants, with their picturesque flowers, are a pleasing addition to any landscape. Adorned with pink, red, or orange flowers, the hibiscus sets a tropical scene to homes and businesses alike. Finally, the saw palmetto, though it has a harsh sounding name, works well as a buffer between roads and residences.

Practice

Practice

Practice

Let's practice finding the main idea in what we read. Click the link below to access the "Finding the Main Idea" practice activity.

<https://forms.gle/Mspew4hFD2J5rYyy9>



Writing a Summary Paragraph

Objective: for students to learn and practice how to structure a summary paragraph using a “main idea topic sentence” and supporting details.



Pair Discussion



Turn to the person next to you and, in ten words or less, **“tell what you did yesterday”**.

When you are finished, **switch roles**.



Class Discussion

Debrief:

What did you need to do in order to “tell what you did yesterday” in 10 words or less?

*You took A large amount of information reduced it to key ideas or main points that are worth noting and remembering.

read

together

When you're with your friends, it's okay to be loud and use slang. They'll expect it and they aren't grading you on your grammar. When you're standing in a boardroom or sitting for an interview, you should use your best English possible, and keep your tone suitable to the working environment. Try to gauge the personality of the interviewer and the setting of the workplace before cracking jokes or speaking out of turn. If you're ever in a position to speak publicly, always ask about your audience, and modify your language, tone, pitch and topic based on what you think the audience's preferences would be. You'd never give a lecture about atoms to third-graders.

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More Examples of Topic, Main Idea & Supporting Details Overview

Comprehension Skill:

Topic, Main Idea, Supporting Details

Topic

tells you what the selection is mostly about.



Main Idea

gives you the most important information about the topic.








Supporting Details

is specific information (details) that tells more about the main idea.



More Examples of Topic, Main Idea & Supporting Details Overview

Title: Adopting a Dog from the Animal Shelter or Humane Society

 Central Idea: Explain the central idea of the article. <u>The central idea of the article is that you can find a good dog at the shelter if you know what to look for.</u>		
 Detail: Choose one sentence from the article that develops this central idea. <u>A detail that supports this idea is</u> <u>"The dog of your dreams could</u> <u>be sitting in your local animal</u> <u>shelter right now."</u>	 Detail: Choose one sentence from the article that develops this central idea. <u>A detail that supports this idea is</u> <u>"Most dogs at the animal shelter</u> <u>can make great pets for</u> <u>someone who is well-matched to</u> <u>them, but that someone may not</u> <u>be YOU."</u>	 Detail: Choose one sentence from the article that develops this central idea. <u>A detail that supports this idea is</u> <u>"And you need to know how to</u> <u>evaluate the temperament of a</u> <u>shelter dog, so you can judge</u> <u>whether he or she is likely to</u> <u>make a good pet."</u>
 Explanation: Explain how the details support the central idea. <u>The details support the central idea by explaining why it is important to know how to judge a shelter dog.</u>		

More Examples of Topic, Main Idea & Supporting Details Overview

A correct main idea

A vague main idea

A specific supporting detail

A vague supporting detail

A clear explanation of how the detail(s) support the main idea

Code 30

- 7** State a main idea of this selection, and provide one specific detail from the selection that supports it.

The main idea of this selection is that students who could self-regulate, had a higher chance of success in the future. Researchers tested that children who can control impulses or self-regulate, had averaged more than 10 percent higher on college entrance exams than those who could only wait 30 seconds. This selection shows the importance and benefits of self-discipline.

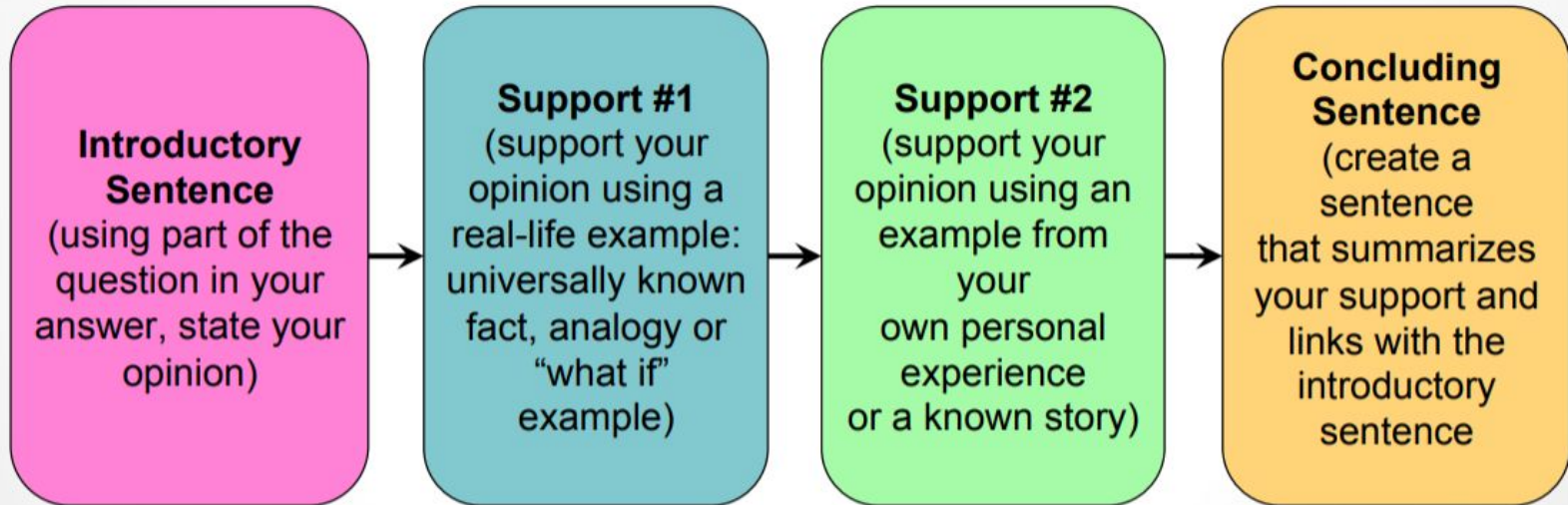
The response indicates considerable reading comprehension. It provides a correct main idea (students who could self-regulate, had a higher chance of success in the future) supported by a specific and relevant detail from the selection (Researchers tested that children who can control impulses or self-regulate... 10 percent higher on college entrance exams... 30 seconds) which clearly supports the main idea.



Opinion Paragraph

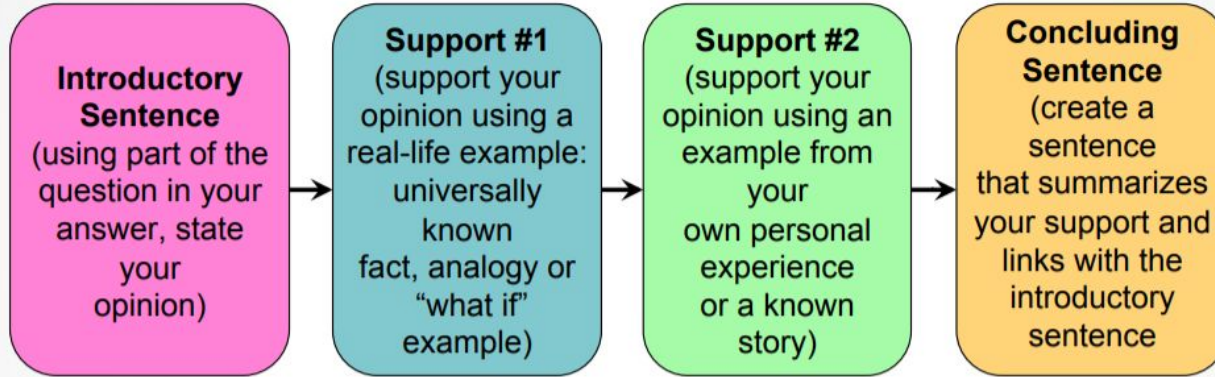
Objective: for students to learn and practice how to structure an opinion paragraph by stating a clear opinion with supporting evidence.

Supported Opinion Paragraph Structure



Exemplar

*Question: What's the best invention in the world today.
Explain why.*



The best invention in the world today is still the wheel. Firstly, the wheel allows things to be transported from one place to another: people, freight, and just about anything else. **Secondly,** without the wheel, even this test that I am writing could not have been printed on the photocopier nor transported to and from my school. **Therefore, the wheel is the best invention in the world today because, without the wheel, transportation as we know it would not be possible.**

Format for Supported Opinion Paragraph

Short Writing Task

- 1 Identify an important environmental issue. Use specific details to explain why it is important.

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.



Use the Rough Notes area to jot down your outline for your paragraph, including: Opinion, Support #1, Support #2, Conclusion.

You must fill the lines you are given; you may not write more. You are usually given 6-8 lines for your supported opinion paragraph, so you need to choose your words carefully.



Judge The Best activity...

Read the following question & answer examples from a previous test. **Discuss and decide which response best answered the question and why?**

Q: Name an event you would like to attend. Use specific details to explain why you would like to attend this event.

Which answer do you think got the best mark?

I would like to go to the Ed Sheeran concert in July. Firstly, his album, "Divide", released this year is one of the best overall albums that I have listened to. It has a large variety of amazing songs, from slow ballads to upbeat pop. Seeing these songs performed live would make for a heightened listening experience. Secondly, this concert is convenient as it takes place over the summer, as well as the venue being located in Toronto, a city I live near. Overall, I believe this Ed Sheeran concert would be a memorable, yet realistic, event to attend.

IF I had to attend one event it would probably be a concert for my favorite singer because I've always wanted to go see them and I think it would be a fun new experience.

**How do you know?
Use the rubric on the next slide to help you...**

Remember, we are looking for a clear opinion with two reasons and examples to support/prove your opinion.

I would want to attend a fundraising event. Why? Because I like helping people in need and so I think a fundraising event would be a great place to go! Help others make money to give people in need is really fun because you not only making other people happy but you're also making yourself proud for helping others.

Q: Name an event you would like to attend. Use specific details to explain why you would like to attend this event.

Code	Description
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know).</p>
Off topic*	<p>response is off-topic or irrelevant to the prompt</p> <p>A typical <u>off-topic</u> response does not identify or describe an event or explain why the student would like to attend.</p> <p>A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<p>response is not developed or is developed with irrelevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> identifies or describes an event but does <u>not provide an explanation</u> for why the student would like to attend the event <p>OR</p> <ul style="list-style-type: none"> identifies or describes an event but provides an <u>irrelevant, or generic or an underdeveloped explanation</u> for why the student would like to attend the event.
Code 20	<p>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</p> <p>The response identifies or describes an event</p> <ul style="list-style-type: none"> provides a <u>vague explanation</u> for why the student would like to attend the event <p>AND/OR</p> <ul style="list-style-type: none"> provides <u>vague</u> details to support an explanation for why the student would like to attend the event <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>
Code 30	<p>response is developed with clear, specific and relevant ideas and information</p> <p>The response identifies or describes an event and uses <u>specific and relevant details</u> to <u>clearly</u> explain why the student would like to attend the event.</p>

Q: Name an event you would like to attend. Use specific details to explain why you would like to attend this event.

Code 30

I would like to go the Ed Sheeran concert in July. Firstly, his album, "Divide", released this year is one of the best overall albums that I have listened to. It has a large variety of amazing songs, from slow ballads to upbeat pop. Seeing these songs performed live would make for a heightened listening experiences. Secondly, this concert is convenient as it takes place over the summer, as well as the venue being located in Toronto, a city I live near. Overall, I believe this Ed sheeran concert would be a memorable, yet realistic, event to attend.

Annotation: The response identifies an event the student would like to attend (*the Ed Sheeran concert in July*) and provides specific and relevant details to explain why the student would like to attend the event (*Firstly, this album, "Divide"...slow ballads to upbeat pop...heightened listening experience...convenient, the venue being located in Toronto*).

Practice Practice Practice

Let's practice finding the main idea in what we read and writing a summary paragraph with supporting details as well as an opinion paragraph.

Click the link below to access the "Summary Paragraph" & "Opinion Paragraph" practice activity.

[The attached assignment has also been assigned to you in the "Literacy @ markville Google Classroom".](#)

THANKS!

Any questions?

Contact me at michelle.e.wilson@yrdsb.ca