



ELA Virtual Learning

6-8 Essential Literacy

May 18, 2020



Grade/Course

Lesson: Monday, May 18, 2020

Objective/Learning Target:

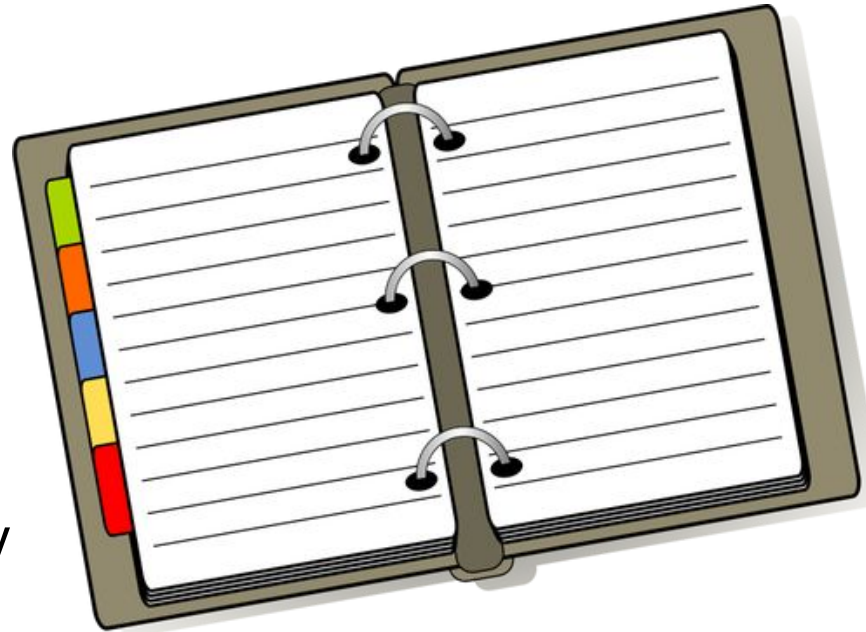
I can identify significant details to support the main idea in a piece of text.

WARM UP

Start a new line and write today's date, Monday, May 18, 2020, on your paper.

From your own reading book, write down three things that you think are important from the last chapter you read.

Now think about those details. How do they tie into the rest of the book? Are they important to the main idea or plot line?



LEARN

Details make up the majority of what you read in a piece of text. The most important details contribute directly to the main idea or the author's purpose.

To help you determine which details are most important, ask yourself two questions.

1. What detail is significant or essential?
2. WHY is it significant or essential?

Relevant Details

IMPORTANT DETAILS THAT SUPPORT THE TOPIC SENTENCE.

VIP-P:

- VERY IMPORTANT PIECE TO THE PARAGRAPH
- Gives the writing true meaning.
- Creates imagery, a picture in your mind.
- Personal experiences or detailed examples

Reekin RESOURCES

LEARN

On the next few slides, read about the different types of details.

DETAILS THAT **DEFINE**.

Details that define a topic explain what it is. They are often an explanation like you might find in a dictionary.

A court is a body of government that administers justice and settles legal disputes.

DETAILS THAT **GIVE EXAMPLES**

These are usually explaining something of part of the explanation.

Protective coloring helps an animal hide. Colors and patterns help the animal blend into the scenery.

DETAILS THAT **DESCRIBE**

Description details help a reader with imagery or to picture it in their mind.

The barns were important to the farm. They were large, often painted red, with wide doors opening into a pasture.



LEARN

On the next few slides, read about the different types of details.

DETAILS THAT **GIVE REASONS**

Most often these types of details support opinions.

Smoking is a terrible habit. It is bad for your lungs, your breath, and your teeth.

DETAILS THAT **EXPLAIN**

These details help clarify information. They support logical reasoning.

Sunscreen is important to wear in the summer. It helps protect your skin from the harmful rays and can prevent skin cancer.

DETAILS THAT **SET A TONE OR MOOD**

Descriptive words that aim to set the tone in text.

Panic engulfed me as I stood motionless. My heart pounded as I gasped for breath and uttered a faint cry.

LEARN

On the next few slides, read about the different types of details.

DETAILS THAT REVEAL CHARACTER.

These can be given through direct description, character's speech, actions or thoughts.

She was a gloomy looking lady with very heavy eyebrows, nearly meeting over her large nose.

DETAILS THAT ADVANCE A STORY.

These details keep a story going.

The tumbling, boiling flood of white water caught the boat and whirled it almost perpendicular. Water swarmed in from all sides.

What is a **key detail**?

- words or phrases that help us answer a question



PRACTICE

On the following slide is a sample text with explanations. Following that are two texts of practice exercises. On your paper, number as in the example. Then read the practice exercises and answer the questions.

Exercise #1 Rats

- 1.
- 2.
- 3.
- 4.

Exercise #2 trains

- 1.
- 2.
- 3.
- 4.

Texts and information are from class resource:
Understanding Significant Details.
The Jamestown Comprehension Skills Series

Third edition for middle school



PRACTICE: SAMPLE

What makes popcorn pop seems to be a mystery. Actually, popcorn's great increase in size is no mystery at all. Each popcorn kernel has a hard outer covering. Inside each kernel is moisture. When the kernels are heated to 400* F, the moisture turns to steam. The hard covering bursts because of pressure. The result is a great treat.

The popcorn that we eat is much better than the kind our grandparents ate when they were very young. Scientists have improved it. In the 1890s a better kind of popcorn from Latin America was crossed with American popcorn. Later, Japanese hull-less popcorn was crossed with American popcorn. Today there are about 125 kinds of popcorn. Only a few of the best are planted.

Believe it or not, the popcorn plant is a grass. Popcorn itself is actually grass seed. Its proper name is *Zea mays everta*. So if you want to impress your friends, say, "Pass the *Zea mays everta*, please."



PRACTICE: SAMPLE

1. Most of the details in the first paragraph
 - A. give examples of ways to enjoy popcorn
 - B. describe the flavor of popcorn.
 - C. support the writer's opinions about popcorn.
 - D. explain how popcorn pops.



*To choose the best ending, first read the choices. Then skim the paragraph. Decide what part the details play. You should see that the best answer is **D**. The writer explains how popcorn pops. The details are part of that explanation. **A** is wrong because there is no discussion of ways to enjoy popcorn. Not examples. **B** is wrong because there is no description of the flavor of popcorn. Doesn't describe. **C** is wrong because the writer states facts, not opinions. No opinions to support.*

PRACTICE: SAMPLE

2. American popcorn was improved by
- A. Increasing the steam pressure
 - B. Crossing it with other popcorns.
 - C. Shipping it to other countries.
 - D. Renaming it *Aea mays everta*.



*To complete the sentence, you have to find a significant detail That detail explains how American popcorn was improved. Read the choices, skim the passage. Look for the key word in the sentence **improved**. The best answer is B. American popcorn was improved by crossing it with other popcorns.*

A is wrong because nothing is said about increasing steam pressure.

C is wrong because it doesn't make sense. Shipping popcorn would not improve it.

D is wrong because it doesn't make sense. Renaming popcorn would not improve it.

PRACTICE: SAMPLE

3. The writer points out that
- A. Popcorn is actually grass seed.
 - B. Scientists are searching for better kinds of popcorn.
 - C. Corn without a hull makes the best popcorn.
 - D. Popcorn is grown all over the United States.



You must find a significant detail Read the choices, skim the passage, looking for key words. A the is the best answer. Popcorn is actually a grass seed. The answer is in the third paragraph.

B, C, and D are wrong because they do not state details from the passage.

PRACTICE: SAMPLE

4. Which paragraph has details which DEFINE popcorn.

*Skim each paragraph. Look for details that DEFINE.
The last paragraph DEFINES popcorn.*





PRACTICE #1 Rats

If you were searching for humankind's most dangerous enemy, you would not have to travel to far-off jungles. The animal you are looking for is the rat. Rats are big trouble in many ways. First, they are big eaters. A rat may eat one-third of its own weight in 24 hours. A person weighing 150 pounds who ate as heavily would need 50 pounds of groceries each day

On farms, rats munch on corn, wheat, and other grains. They gobble vegetables and eggs. They kill baby chickens and pigs. City rats live in stores and homes. They run through the back streets at night, eating food where they can find it. Rats also destroy food by making it dirty.

The financial loss to rats in the United States alone is close to three billion dollars a year. The loss of human life because of rats can hardly be figured. Certainly millions of people have died from diseases spread by rats.



PRACTICE

1. Most of the details in the second paragraph
 - a. Define a topic
 - b. Give examples
 - c. describe
 - d. Advance a story
2. According to the selection
 - a. The most dangerous rats are found in jungles.
 - b. Rats look for food at night.
 - c. Fleas cause more disease than rats do.
 - d. Rats need very little water to survive
3. The writer states that financial damage caused by rats
 - a. Is most common in cities.
 - b. Costs Americans billions of dollars a year.
 - c. Is on the rise around the world.
 - d. Cannot be figured in dollars and cents.
4. Copy the detail that explains how much a rat can eat.



PRACTICE

The first train passenger cars were simply stagecoaches mounted on four train wheels. When longer cars were needed, the old car design was dropped. Then the cars were made much like modern boxcars, but with windows in the sides. They were made with eight wheels -- four at each end. They had hard wooden seats with straight backs. In winter they were heated by a small wood stove at either end. Light came from a few candles stuck in sconces nailed to the walls. Air in these cars was often smokey and unhealthy.

Changes in design came very slowly over the years. Springs were added to the wheels to smooth the ride. Vents were cut through the roof to draw out the smoke. By 1850 seats were made of soft leather. Candles were replaced by lamps. Not until 1872 did electric lights arrive, which provided better lighting in the cars.



PRACTICE

1. Most of the details in the first paragraph
 - a. Describe
 - b. Give reasons for an opinion
 - c. Reveal character
 - d. Advance a story.
2. In winter the early cars were heated by
 - a. Gasoline burner at each end of car
 - b. Kerosene stove
 - c. Wood stove at either end of car
 - d. Coal furnace
3. According to the passage, the cars were lighted by
 - a. Candles in sconces nailed to the walls.
 - b. Battery-powered electric lights.
 - c. Lanterns carried by some passengers
 - d. Natural light alone
4. Copy a sentence that shows how the ride was made smoother in later years.

PRACTICE: Answer key

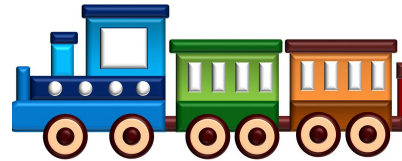
RATS:

1. B
2. B
3. B
4. A rat may eat $\frac{1}{3}$ of its own weight in 24 hours.



TRAINS.

1. A
2. C
3. A
4. Springs were added to the wheels to smooth the ride.





Additional Resources

Reading Plus has offered some resources for parents and students to use at home during this time. Please click on words [Reading Plus](#) to access those resources.

