Georgia Performance Standards Framework for ELA Unit 2–8th Grade

Grade: 8
Topic: Main Idea/Supporting Details Scavenger Hunt
Instructional unit: Expository Texts
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The task:
Students often have a difficult time determining main idea and supporting details in text. As a result, many of our students frequently miss these items on the CRCT. Students who have a difficult time with identifying main idea and details tend to work well when they are able to interact physically with the text. Therefore, the students will participate in a scavenger hunt to determine main idea and supporting details within a text.

Prior to working individually, the teacher will model on the overhead projector how to find words or phrases that seem to be repetitive as a way to help identify the main idea. The teacher will also model how to mark the text for supporting details by highlighting the main idea on the overhead projection or large chart paper with one color and the supporting details with another color.

The teacher can have the students come to the overhead to identify main idea and supporting details individually with another model. The students will then be issued practice for individual assessment.

Differentiation:
1. Teacher could construct PowerPoint presentation with a different paragraph on each slide. For this activity, it would be best if teacher limited each paragraph to the same number of sentences and had a set number of colors. (Each color would correspond to a sentence in the paragraph.) Then, each group of students would be given 4-5 color cards, and after teacher displays a paragraph, groups would have a set amount of time to decide which sentence in the paragraph is the main idea and hold up the appropriate color card. Teams with correct color get a point. Teacher should be careful to vary location of the main idea as much as possible.

2. Prior to activity, teacher should write several paragraphs onto sentence strips, placing one sentence on each strip. Teachers will label the back of the strips with either main idea or supporting detail. Teacher will pass out envelopes with the sentence strips and instruct students to decide which sentence is the main idea and which sentences are the supporting details. Students should then organize sentences into a logical sequence. Students will be able to check themselves after they are finished by turning strips over to see if they guessed correctly. Teacher should monitor groups during activity to ensure that they are practicing finding the main idea before they check their answers.

Focus Standard:
ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
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**ELA8W2. The student demonstrates competence in a variety of genres.**
The student produces writing (multi-paragraph expository composition such
d. Develops the topic with supporting details.

**Circumstances of the assignment/Notes to the Teachers:**
Teachers should issue or have different colored highlighters or markers or highlighter tape in order for the students
to “hunt” for the main idea and supporting details.

As an extension activity, the teacher could have the students design a graphic organizer to work with the hunt.