



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 7

Finding Key Details: “Rivers and Streams”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)

Supporting Learning Targets

- I can determine the key details of “Rivers and Streams.”
- I can describe connections between sentences in “Rivers and Streams” and how they support the key details and main idea.
- I can revise my main idea statement based on the key details of “Rivers and Streams.”

Ongoing Assessment

- Students’ annotated text “Rivers and Streams”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Noticing Words that Signal Importance to Find Key Details (20 minutes)B. Describing the Connections between Sentences (10 minutes)C. Revising the Main Idea Statement (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket (10 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home what you learned from this text.B. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources.• Students should be in the same pairs as in Lesson 6.• If students have not had experience using highlighters, review this skill in Work Time A.• In advance: Review student papers and select a strong main idea statement to use in Work Time A. Review Work Time C. If you choose, write your own teacher model, handwrite out this example, or select one or two student papers to use as models for revision.• Post: Learning targets.



Lesson Vocabulary	Materials
signal, sign (n), sequence	<ul style="list-style-type: none">• “Rivers and Streams” (from Lesson 6)• Determining the Main Idea and Key Details task card (one for display)• Determining the Main Idea and Key Details task card (for teacher reference)• Document camera• Highlighter or colored pencils (one per student)• Determining the Main Idea and Key Details anchor chart (from Lesson 6)• Power Words/Water Words anchor chart (from previous lessons)• Main Idea Statement Criteria and First Draft (one for display)• Slip of paper (one per student)

Opening	Meeting Students’ Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets. Ask:<ul style="list-style-type: none">* “What similar words do you notice in these targets?”• Give the class time to read the targets and think. Tell students to turn to a partner and share. Affirm that they will not only be finding key details but that they may be using these details to revise their main idea statements.	



Work Time	Meeting Students’ Needs
<p>A. Noticing Words that Signal Importance to Find Key Details (20 minutes)</p> <ul style="list-style-type: none"> • Make sure students have access to “Rivers and Streams” (from Lesson 6). • Project the Determining the Main Idea and Key Details task card on the document camera. Tell students that today they are going to finish learning about the tasks, or work, they will need to do when they use this task card. • Direct students to Part 2, Finding Key Details, number 1, and ask for a volunteer to read it out loud. • Project “Rivers and Streams” on the document camera. Remind students that at the end of the previous lesson they shared the first draft of their main idea statements and that many of these were about rivers and streams and how they changed the earth. (Use student language if possible.) Remind students that throughout this year, they have been finding key details in texts. Tell them that they will have 5 minutes to begin to find key details to support their main idea. • Distribute highlighters. • Give students 5 minutes to read and highlight the text independently. After 5 minutes, ask them to share with a partner some of the strategies they used to find key details. • As students discuss, listen for strategies such as using text features (e.g., bolded words and subtitles) and add these to the Key Details section of the Determining the Main Idea and Key Details anchor chart. After about 5 minutes of discussion, draw the students’ attention to the anchor chart and restate the strategies that you heard them discussing. • Note: Hopefully some students will notice the word “all.” Adjust your language in the following section based on your observation of students. • Tell students that one strategy they can use (or that you noticed students using) to find key details is to use words that <i>signal</i> that something might be important. Tell them that a signal is a sign to pay attention. There are some words in text that should pop out to you as a sign or signal that something might be an important key detail. Add the word <i>signal</i> to the Power Words section of the Power Words/Water Words anchor chart. • Project the text on the document camera. Tell students: “Reread the first three sentences of the text and see if you can find a key detail.” • Give them a few minutes to read and then call on a volunteer to share: <ul style="list-style-type: none"> * “Which sentence is a key detail? What word signals that the detail is important?” • Listen for: “<i>All</i> rivers and streams start at some high point.” • Ask students who had the same answer to give a silent signal. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. • Consider permitting students to draw the main idea. This allows all of them to participate in a meaningful way. • If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversational skills. • Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Explain that the word <i>all</i> next to the word <i>rivers</i> gives readers an important signal: This idea might be important because it has to do with every river, not just some of them. Encourage students to highlight this sentence if they have not already done so.• Add “Look for words and phrases that signal importance: All” to the Determining the Main Idea and Key Details anchor chart.• Give students 5 minutes to reread as much of the text as they can and to highlight key details. Encourage them to keep their eyes open for the signal word <i>all</i> and other signal words. Warn students that you have to be careful when using words that signal importance, because the hints don’t always lead you in the direction of a key detail.• Circulate as the class works. Ask questions like:<ul style="list-style-type: none">* “Did you notice any other words or phrases to signal that something might be important?” Listen for: “over time.”* “Is the sentence ‘As the river flows, it deposits all the stuff it carries’ a key detail? Why or why not?”• After 5 minutes, call the class back together. If you noticed students highlighting sentences with the words “over time,” say: “I noticed (student) highlighted the sentence ‘Over time rivers change the land ...’” Point out this passage using the document camera. Say: “The phrase ‘over time’ signals that the detail may be important. It lets you know that something didn’t happen just once, but over and over again.”• If you did not see students highlighting this phrase, call their attention to it, explain it, and add it to the anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Describing the Connections Between Sentences (13 minutes)</p> <ul style="list-style-type: none">• Refer to the second learning target:<ul style="list-style-type: none">* “I can describe connections between sentences in “Rivers and Streams” and how they support the key details and main idea.”• Explain that authors sometimes support the main idea and key details by using sentences that are connected.• Project the text on the document camera. Direct students to the last five sentences of “Wear and Tear” (starting at “All of the rocks ...”) Reread these sentences aloud. Then direct students to these sentences: “Large items like rocks get deposited first. Soil is deposited last.” Ask:<ul style="list-style-type: none">* “How are these sentences connected?”• Give students a moment to share with a partner, and then cold call a student to respond. Listen for ideas like: “They show the order that the stuff in the river is deposited.” If needed, follow up with a question:<ul style="list-style-type: none">* “What words in these sentences make the <i>sequence</i>, or order, clear?” Call on volunteers to respond. Listen for: “first” and “last.”• Explain to students that showing the sequence, or order in which things happen, is one way that authors connect sentences. Sometimes, as in this example, they do this to make the key details more clear; other times, they do it to support the main idea. Add <i>sequence</i> to the Power Words section of the Power Words/Water Words anchor chart.• Ask:<ul style="list-style-type: none">* “What other words do you know, like ‘first’ and ‘last,’ that might show sequence?” Give students 1 minute to call out answers. Listen for words like: “second,” “third,” “next,” “then,” “finally,” etc. Record these words so that students can reference them.• Ask students to reread the first section, “Rivers and Streams,” with their partner. Prompt them to circle other words that show sequence. (These words may or may not be on their list.) Monitor students as they work. Look for students who circled “begin” and “eventually.” After students have had a few minutes to work, note that some students identified “begin” and “eventually.” Point out these words using the document camera. Ask:<ul style="list-style-type: none">* “How are these sentences connected?”• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “They show how rivers start and end.”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Notice that the author didn’t use words like “then” or “second.” Ask:<ul style="list-style-type: none">* “What do you think is the most important idea that the author wants you to know about rivers and streams from the sequence of this section?” Listen for ideas like: “They all start someplace high and go downhill to an ocean or lake. Different things can happen in the middle, but all rivers do that.” If a student doesn’t note it, point out the word “may,” which is used three times in this passage.• Tell students that over the next few lessons, they will be noticing other ways that authors connect sentences. When they notice that sentences are connected, they should think about why the author included them and how they support the key details and main idea.• Add “Notice how sentences are connected: sequence (order) of what happens” to both the Main Idea and Key Details sections of the Determining the Main Idea and Key Details anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Revising the Main Idea Statement (12 minutes)</p> <ul style="list-style-type: none">• Again project the Determining the Main Idea and Key Details task card on the document camera. Direct students to Part 3, Revising the Main Idea Statement, and ask for a volunteer to read it out loud. Tell students that this is the last task they will do when using this task card.• Project Main Idea Statement Criteria and First Draft (or your own model). Read it aloud: “Rivers and streams change the earth.”• Review the three criteria. Notice what you did well (it’s short). Then circle the second criteria: It should pull together the key details. Tell students: “When I first read the text, this seemed like the complete main idea. Now, when I look at the key details I starred, I wonder if I left something out. This is the part I am going to work on revising.”• Tell students to reread their main idea statements and compare them to the criteria. Ask them to put a check mark if they think their statement is perfect already or to write a 1, 2, or 3 to indicate which criteria they are going to revise for. After a few moments, ask students to hold up a 1, 2, 3, or a fist (no changes) to indicate the changes they are going to make.• Give students up to 5 minutes to revise their main idea statement. Invite any who are not revising their own statement to try to revise yours.• Circulate as students work. Find examples of strong statements that meet all the criteria. After 5 minutes, call students together and share the strong statements you identified. Prompt students to explain why these statements are strong.• If more practice is needed, direct the students to your statement.• Ask:<ul style="list-style-type: none">* “What ideas do you think I should add?”• Give students a few moments to talk with their partners and then cold call a few to respond. Listen for: “Water flows from high points to low points (downhill),” “All water ends up in the ocean or lakes,” or “Water changes the land as it moves.”• Probe:<ul style="list-style-type: none">* “Why is this an important idea to add?”• Listen for: “These sentences have the signal word ‘all’ so that you know it’s all rivers, not just some of them” and “The author used sequence to show the order of the water moving downhill.” Make sure students cite evidence from the text.• Rewrite your main idea statement using student suggestions. (e.g., “Rivers and streams change the earth as they flow downhill to lakes and the ocean.”)	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Distribute a new slip of paper to each student. Post the question for the exit ticket and ask them to write their response:<ul style="list-style-type: none">* “What did you do over the last two lessons to learn about rivers and streams? What helped you most to learn from this text?”• Preview the homework.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Tell someone at home what you learned from this text.• Continue reading in your independent reading book for this unit at home.	



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Supporting Materials



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Determining the Main Idea and Key Details Task Card

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea

1. Read the text.
2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the key details that you think support the main idea.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a ✓ if you choose not to revise.

3.  -----

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea

4. Read the text.
5. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

Part 2: Finding Key Details

2. Reread the text. As you read, highlight the key details that you think support the main idea.

Part 3: Revising the Main Idea Statement

2. If needed, revise your main idea statement. Write a number 2 next to it. Put a ✓ if you choose not to revise.



Determining the Main Idea and Key Details Task Card
For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.
2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

(Answers will vary)

Rivers and streams change the earth as they flow downhill to lakes and the ocean.

Note: Student answers may not be this complete on the first draft. Look for something about rivers and streams changing the earth/land.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the key details that you think support the main idea.

(Answers will vary.)

Look for highlights of the following:

All rivers and streams start at some high point.

As water flows down, it may pick up more water.

All water from rivers and streams will run into the ocean or an inland body of water like a lake.

Erosion is when rivers cut into the land.

Rivers change the land by carving new paths for themselves.

Rivers deposit all the stuff they carry.

River deposits can build up and create new land areas.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a ✓ if you choose not to revise.



Determining the Main Idea and Key Details anchor chart
(For Teacher Reference; Adapt to Suit Based on Student Responses)

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining ...

The Main Idea	Key Details
(Answers will vary) Pay attention to text features: titles and subtitles Notice what the author writes about most Use the pictures Notice how sentences are connected: Sequence (order) of what happens	(Answers will vary) Pay attention to text features: bold text for important words Look for words and phrases that signal importance: All Over time Notice how sentences are connected: Sequence (order) of what happens



Main Idea Statement Criteria and First Draft

Criteria for a main idea statement:

- It should address all the major sections of the text.
- It should pull together the key details.
- It should be short, only one or two complete sentences.

First draft:

Rivers and streams change the earth.