# Handouts

## UNIT 3, MODULE 2:
## Identifying Main Ideas in Text


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# TEKS Connections

## *English Language Arts*

### Grades 6–8

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

### Grade 6

(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.

### Grade 7

(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.

### Grade 8

(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.

SOURCE: Texas Education Agency (TEA), 2008a.

## *Social Studies*

### Grades 6–7:

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources including technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

### Grade 8:

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources including technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

SOURCE: TEA, 2010.

## *Science*

### Grades 6–8

(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:

(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by students.

*To effectively analyze, evaluate, and critique scientific explanations, students must be able to identify the key points of those explanations, as well as the important evidence from all sides of a scientific debate.*

SOURCE: TEA, 2009.

## *Mathematics*

### Grade 6:

(11) Underlying processes and mathematical tools. The student applies sixth grade mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

### Grade 7:

(13) Underlying processes and mathematical tools. The student applies seventh grade mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

### Grade 8:

(14) Underlying processes and mathematical tools. The student applies eighth grade mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.


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*Students must be able to identify main ideas in a problem to understand and solve it.*

SOURCE: TEA, 2006.

# English Language Proficiency Standards (ELPS) Connections

(4)(I) The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

SOURCE: TEA, 2007.

# College and Career Readiness Standards (CCRS) Connections

II. Reading

(A)(3) Identify explicit and implicit textual information including main ideas and author's purpose.

Cross-Disciplinary Standards

II. Foundational Skills

(A)(4) Identify key information and supporting details.

SOURCE: TEA, 2008b.


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# Notes Log Template

| Topic/Title | Pages |
|---|---|
| **Main Ideas** | **Notes** |
| **Main Idea of Section** | |
| **Summary** | |


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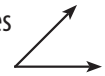
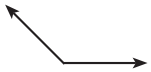
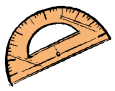
# Notes Log: Identifying Main Ideas: Mathematics Sample 1

| **Topic/Title:** Circulation: Measuring and Constructing Angles | **Pages:** 214–215 |
|---|---|
| **Main Ideas** | **Notes** |
| Angles are classified by their measurement in degrees. | Degrees: How angles are measured<br>• Acute angle: Less than 90 degrees  <br>• Right angle: Exactly 90 degrees  <br>• Obtuse angle: Greater than 90 degrees and less than 180 degrees  <br>• Straight angle: Exactly 180 degrees  |
| Complementary and supplementary angles are made up of two angles. | • Complementary angles: Two angles that add up to 90 degrees<br>• Supplementary angles: Two angles that add up to 180 degrees |
| A compass and protractor are used to measure and draw angles. | • Protractor: Used to measure angles  <br>• Compass: Used to draw arcs  <br>• Name and give measure of angles<br>• Estimate the measure of angles<br>• Find complements and supplements<br>• Use protractor to draw angle. |
| **Main Idea of Section:** | |
| **Summary** | |

TEKS information on the next page.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## *Mathematics TEKS*

### Grade 6

(6) Geometric and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:

(A) use angle measurements to classify angles as acute, obtuse, or right.

(8) Measurement. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

SOURCE: TEA, 2006.


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# Notes Log: Identifying Main Ideas: Mathematics Sample 2

| **Topic/Title:** Quadrilaterals | **Pages:** 1 |
|---|---|
| **Main Ideas** | **Notes** |
| There are many types of quadrilaterals, or closed, four-sided figures. | • Parallelogram: A quadrilateral with two pairs of parallel sides<br>• Rhombus: A quadrilateral with two pairs of parallel sides, and all sides are congruent<br>• Square: A quadrilateral with two pairs of parallel sides, all sides are congruent, and all angles are right angles<br>• Rectangle: A quadrilateral with two pairs of congruent, parallel sides, and all angles are right angles<br>• Trapezoid: A quadrilateral with one pair of parallel sides called bases |
| The angles of parallelograms follow special rules. | • Sum of the angles is 360°<br>• Opposite angles congruent (=)<br>• Consecutive angles supplementary (sum is 180°) |
| **Main Idea of Section:** | |
| **Summary** | |

## *Mathematics TEKS*

### Grade 7

(6) Geometry and spatial reasoning. The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties. The student is expected to:

(A) use angle measurements to classify pairs of angles as complementary or supplementary;

(B) use properties to classify triangles and quadrilaterals

TEKS SOURCE: TEA, 2006.


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# Get the Gist

1. Name the "who" or "what."
2. Tell the most important information about the "who" or "what."
3. Say it in 10 words or less.

GET THE GIST adapted with permission from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001.


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# "Physical Location of North America"

**Primary Focus of the Lesson**:

Explain how geographic factors influence the development of societies.

Why did it take European explorers so many years to find North America? Because the continent is surrounded by water! The Arctic, Atlantic, and Pacific Oceans lie to the north, east, and west of North America. The Gulf of Mexico lies to the south. From any direction, North America was difficult to reach. The physical isolation not only kept early settlers away, but also allowed unique species of plants and animals to develop. The Indian Paintbrush, sequoia trees, fragrant sumac, wild yam, and saguaro cactus are all native to North America. Native animals include the buffalo, opossum, wild turkey, bald eagle, manatee, and alligator. The location of North America kept some species of plants and animals from spreading to other continents. The water and distance have been both a barrier and a form of protection for inhabitants of North America. As recently as World War I and World War II, other nations had a difficult time attacking North America across the vast oceans.

TEKS information on the next page.


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## *Social Studies TEKS*

### Grade 6

(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:

(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;

(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban center of various places and regions;

### Grade 8

(3) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;

SOURCE: TEA, 2010.


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# Notes Log: Identifying Main Ideas: Social Studies Sample

| **Topic/Title:** North America's location, physical features, and distribution of natural resources | **Pages:** 70-83 |
|---|---|
| **Main Ideas** | **Notes** |
| The waters surrounding North America isolated it for many years. | • Arctic Ocean (north) to the Gulf of Mexico (south)<br>• Pacific Ocean (west) to the Atlantic Ocean (east)<br>• Unique plants (sequoia tree and saguaro cactus)<br>• Unique animals (bald eagle and alligator)<br>• Difficult for people to reach (early settlers and attackers during WWI and WWII) |
| Improvements in shipbuilding and ocean navigation brought settlers to the continent. | • Earliest settlers arrived 12,000 to 35,000 years ago<br>• Introduced new plants and animals from home countries<br>• Used internal waterways (rivers) and Native American guides to travel throughout continent |
| Vegetation zones are determined by climate and geography. | Polar and tundra<br>• Northern Canada and Alaska<br>• Above freezing for only 2 months of year<br>• Precipitation from 4-20 inches/year<br>• Frozen ground<br>Forest<br>• Conifer (evergreen) and broadleaf trees cover Canada and the northwest, northeast, and southeast of the U.S.<br>• Precipitation from 10-80 inches/year<br>• Temperatures middle to cold<br>Rainforest<br>• Pacific coast<br>• Precipitation up to 167 inches/year<br>• Trees up to 300 feet tall<br>• Ground covered in smaller vegetation<br>• One acre of rainforest can have 6,000 pounds of moss and lichen<br>• Temperature moderate and rarely below freezing<br>Grassland<br>• Center of North America<br>• Precipitation from 15-30 inches/year<br>• Grow grain and rice<br>Desert<br>• Southwestern U.S.<br>• Precipitation less than 10 inches/year<br>• Plants (shrubs, small trees, cacti) must survive harsh sun, high temperatures, and little rain |

*Log continued on the next page.*


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| | |
|---|---|
| Rich natural resources have influenced North America's economic development. | Natural resources in North America<br>• Farmlands of midwestern U.S. and prairies in central Canada have rich soil<br>• Forests in northwest, northeast, and southeast<br>• Oil fields in Alberta, Texas, California, Louisiana, Oklahoma, Alaska, and Gulf of Mexico<br>• Coal in western Canada, Appalachian Mountains, Illinois, Indiana, and Wyoming<br>Cities and businesses first grew around waterways<br>• Still used to ship resources<br>• Supply drinking water, power, irrigation<br>• Support fishing industry<br>Trade exceeds $1 billion/day<br>Must cooperate on national security, environment, air traffic, and fishing regulations |
| **Main Idea of Section:** | |
| **Summary** | |

## *Social Studies TEKS*

### Grade 6

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

(B) identify geographic factors such as locations, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and

(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.

SOURCE: TEA, 2010.

# Identifying Main Ideas in Text

1. Complete the previewing routine.
   a. Introduce the important academic and content-specific vocabulary words.
   b. Have students record title/topic and the page numbers for the chapter or section.
   c. State the primary focus of the chapter or section.
   d. Have students look at the title, pages numbers, headings, terms, graphs, tables, and pictures.

2. Ask students to write the main ideas with the Get the Gist routine.
   a. Name the " who" or "what."
   b. Tell the most important information.
   c. Say it in 10 words or less.

3. Periodically critique students' main idea statements.

4. Ask students to record the following in the Notes section:
   a. Details, facts, examples
   b. Words in bold or italics
   c. Enumerated/bulleted lists


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# Notes Log: Physical and Chemical Properties

Please turn to the next page to begin this handout.


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# Physical and Chemical Properties

All **substances** have properties that we can use to identify the substance. For example, we can identify people by their face, voice, height, fingerprints, DNA, etc. The more of these properties that we can identify, the better we know the person. In a similar way, **matter** has properties—and there are many of them. We can associate two basic types of properties with matter. These properties are called **physical properties** and **chemical properties**.

| | |
|---|---|
| Physical properties: | Describe measurable characteristics of substances |
| Chemical properties: | Describe the way a substance behaves in a chemical reaction |

**Examples of physical properties are**: color, odor, freezing point, boiling point, melting point, attraction or repulsion to magnets, thickness, darkness, resistance to motion, and density. There are many more examples. Note that measuring each of these properties will not change the basic nature of the substance.

**Examples of chemical properties are**: reacts with water, reacts with oxygen (flammability), and health hazard (toxicity). During a reaction, the basic nature of the substance will change and it can be evident by a color change, heat being given off, or gases being produced.

Adapted with permission from De Leon.


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# Notes Log

| Topic/Title | Pages |
|---|---|
| **Main Ideas** | **Notes** |
| **Main Idea of Section** | |
| **Summary** | |


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# Moving from Paragraph Level to Increasingly Longer Sections of Text

To help students improve their comprehension, it is important for them to interact with the text. Stopping after reading a shorter segment gives students an opportunity to check their understanding.

One method to scaffold students as they move from the paragraph level to increasingly longer sections of text is to break the text into shorter, more manageable segments. Students then can stop reading after a section of text to reflect on what they have read.

To break the text into sections, first review the text to determine how it should be divided.

- Expository textbooks are often easily divided by using subheadings as the natural breaks. Science and math texts can also be divided with problems or exercises.
- Narrative text is a little more challenging because of the lack of headings/subheadings. Narrative prose can be divided into sections by paragraphs, stanzas, scenes, chapters, sections, end of the page, or any obvious break.
- Transition words, examples, subject change, dialogue, and sometimes punctuation can also be useful indicators for dividing sections of text.

After reading the section of text, students can more easily identify the main idea and details of the passage.

While learning to use this strategy, students should write the main idea and details. Once students have reached mastery, they can use this strategy to monitor their understanding independently.


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# Notes Log: Identifying Main Ideas: English Language Arts Sample 1

| **Topic/Title:** Nadia the Willful | **Pages:** 69-73 |
|---|---|
| **Main Ideas** | **Notes** |
| Nadia was closest to her older brother, Hamed. | • Only Hamed could calm Nadia's temper<br>– Made her laugh<br>• She followed Hamed everywhere<br>• He taught her games |
| When Hamed disappears, Nadia grows angrier and lonelier. | • Her father ordered that no one say Hamed's name<br>– Everyone was uneasy but obeyed<br>• All the memories of Hamed were too much for Nadia<br>– She raged at everyone until they avoided her |
| Nadia risked punishment by speaking of Hamed to ease her pain. | • She taught her other brothers to play games Hamed had taught her<br>• She told tales of Hamed to women at the loom<br>• She told the shepherds of Hamed's love for the black lamb<br>• Nadia's mother warned of her father's punishment<br>– Her father had grown quick-tempered in his grief, too |
| Nadia had to convince her father to speak of Hamed. | • Her father had banished a shepherd who came to show Nadia the black lamb<br>• Nadia helped her father remember Hamed's face and voice by telling her memories of him<br>– Her father called her wise<br>– Hamed lived in the hearts of those who remembered him |
| **Main Idea of Section:** Memories can help ease the pain of losing a loved one. | |

Based on an excerpt from Alexander, S. (1983). *Nadia the willful*. New York: Knopf Books for Young Readers.

TEKS information on the next page.


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## *English Language Arts TEKS*

### Grade 6

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction

*Generating main ideas is a precursor to looking more closely at elements of plot development.*

SOURCE: TEA, 2008a.


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# Notes Log: Identifying Main Ideas: English Language Arts Sample 2

| **Topic/Title:** *The Watsons go to Birmingham—1963*, Chapter 12 | **Pages:** 162–168 |
|---|---|

| Main Ideas | Notes |
|---|---|
| p. 162<br>Kenny wakes up and joins the guys in the back yard. | • Kenny and Byron have a hard time sleeping because they are not used to the heat in Alabama<br>• As soon as he wakes up, Kenny runs out to talk with Dad, Byron, and Mr. Robert |
| p. 163<br>Mr. Robert and Toddy are too old to hunt. | • Mr. Robert explains that he and Toddy still dream of hunting, but their bodies are too old<br>• Toddy used to be the best coon dog in all of Alabama<br>• Mr. Robert used to get $100 to breed Toddy |
| p. 164<br>Mr. Robert saved Toddy after a raccoon tried to drown him. | • Toddy chased a raccoon and followed him into a lake<br>• The raccoon held Toddy's head under the water to drown him<br>• Mr. Robert dragged Toddy out of the water and blew into his nose to resuscitate him<br>• Kenny and Byron are impressed with this story |
| p. 165<br>Kenny goes back inside to eat breakfast. | • Momma, Grandma Sands, and Joey are in the kitchen<br>• Grandma Sands' laugh sounds like the Wicked Witch of the West<br>• Kenny is not used to the Southern style of talking |
| p. 166<br>Momma and Grandma Sands are talking and catching up. | • Momma is asking Grandma Sands a lot of questions<br>• They are oohing, aahing, laughing, and catching up on people having trouble with white people, getting married, having babies, and going to jail |
| p. 167<br>Momma asks Grandma Sands about Mr. Robert. | • Momma clearly does not approve of Grandma and Mr. Robert living together<br>• Grandma says that Mr. Robert is her dearest friend<br>• Kenny sees that Grandma can make a few words very powerful, just like Byron does<br>• Kenny loves seeing his mom in her role as daughter |
| p. 168<br>Kenny walked to the lake and then took a nap. | • Even though he didn't have the energy to walk, Dad and Byron coerced Kenny to walk with them to the lake<br>• Byron seemed to be having a great time, talking and joking with Dad and Mr. Robert<br>• When they got back from the lake, Kenny took a nap under a fan |

*Log continues on the next page.*


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| **Main Idea of Section:** |
| --- |
| Kenny's first morning in Alabama is spent listening to Mr. Robert and then to Grandma Sands. |
| **Summary** |

TEXT SOURCE: Curtis, C. P. (1995). *The Watsons go to Birmingham—1963*. New York: Random House.

## *English Language Arts TEKS*

### Grade 8

*Finding and composing main ideas and summaries would be a first step in meeting the following from the TEKS; however, to address it in total, the teacher must go beyond the statements conveying plot development to assist students in determining the resolution of conflicts contained therein.*

(6) Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

*The example provided here is for illustrating the use of the instructional routine to TALA participants. It is not intended to convey a preference for a particular novel, nor is it intended as a required reading.*

SOURCE: TEA, 2008a.


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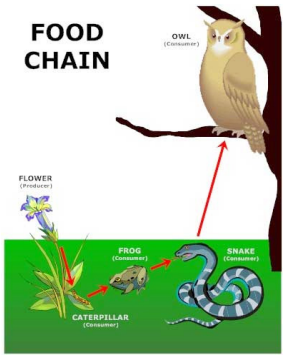
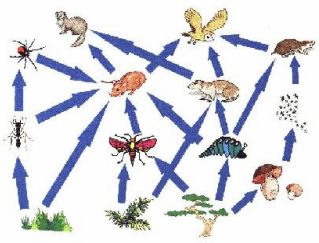
# Notes Log: Identifying Main Ideas: Science Sample 1

| **Topic/Title:** Energy in an Ecosystem | **Pages:** 280-284 |
|---|---|

| Main Ideas | Notes |
|---|---|
| Heterotrophs must eat autotrophs to obtain energy. | • Cannot make own food<br>• Animals and fungi |
| Autotrophs make their own food through photosynthesis. | • Plants<br>• Convert sunlight to energy and store it in molecules that can be broken down |
| Organisms are classified by their energy roles in the ecosystem. | • Producers<br>– Autotrophs<br>– Produce and store food (energy)<br>– Grasses, shrubs, and trees<br>• Consumers<br>– Heterotrophs<br>– Obtain energy by consuming other organisms<br>– Herbivores, carnivores, and omnivores<br>• Decomposers<br>– Heterotrophs<br>– Obtain energy by breaking down wastes and the remains of dead organisms<br>– Small molecules are returned to the environment<br>– Mold and bacteria |
| Food chains describe how energy flows from producers to consumers. |  |
| Food webs show overlapping food chains. |  |

*Log continued on the next page.*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| **Main Idea of Section:** |
| --- |
| Energy from the sun is transferred from producers to consumers and decomposers. |
| **Summary** |

## *Science TEKS*

### Grade 8

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, fresh water, and terrestrial ecosystems.

*This example comes from Grade 8. TEKS can be found in Grades 6 and 7, where students discuss other characteristics of ecosystems.*

SOURCE: TEA, 2009.


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# Notes Log: Identifying Main Ideas: Science Sample 2

| **Topic/Title:** What is a Tropical Rainforest? | **Pages:** 1–3 |
|---|---|
| **Main Ideas** | **Notes** |
| Tropical rainforests are found near the equator. | • Tropical rainforests are mostly found between the Tropic of Cancer and the Tropic of Capricorn<br>• The largest rainforests are found in:<br>– Brazil (South America)—the Amazon is the largest tropical rainforest, 2/3 the size of the U.S.<br>– The Democratic Republic of Congo (Africa)<br>– Indonesia (islands near the Indian Ocean)<br>• Other tropical rainforests found in: Southeast Asia, Hawaii, and Caribbean islands |
| Tropical rainforests are called "rainforests" because of the rainfall they receive. | • Tropical rainforests see 160–300 inches of rain per year<br>• The city of Los Angeles sees 10–20 inches of rain per year<br>• Tropical rainforests have a year-round temperature of 75–80 degrees |
| Tropical rainforests have hundreds of different species that live in four layers. | • Tropical rainforests are unique because they are home to hundreds of different plant and animal species.<br>• The incredible number of species make tropical rainforests different from forests in North America.<br>• Four layers:<br>– Emergent trees: the few trees that poke out to reach the sun<br>– Canopy: most of the plant growth and animals are here<br>– Understory: young trees and shrubs<br>– Forest floor: has very little sunlight and a thin carpet of wet, rotting leaves |
| Plants and animals of the rainforest are interdependent. | • Interdependent = depend on each other for survival<br>• If one type of plant or animal becomes extinct, other plants and animals are also in danger of extinction |
| Rainforests recycle everything. | • When leaves, flowers, or an animal dies on the forest floor, they decay and are recycled back into the soil and roots<br>• Roots are shallow to collect all of the nutrients from the decay<br>• Rain is recycled as water evaporates, forms clouds, and rains again onto the forest |
| Rainforests are essential to everyone on Earth. | • Rainforests help control the world's climate<br>• Many medicines come from plants that grow in tropical rainforests<br>• Logging and gold mining threaten to destroy the rainforest |

*Log continues on the next page.*


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| | |
|---|---|
| People live in the rainforest in a sustainable manner. | • Indigenous people have lived in the rainforest for thousands of years and use it in a manner that does not destroy the rainforest.<br>• Recently, many people have moved to the rainforest and do not use the resources carefully |
| Rainforests cannot grow back once they have been destroyed. | • Plants and animals that are interdependent cannot rebuild their community<br>• Rainforests are 70–100 million years old and have species found nowhere else on Earth |
| **Main Idea of Section:**<br>It is essential that we protect our tropical rainforests. | |
| **Summary** | |

## *Science TEKS*

### Grade 7:

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(B) describe how biodiversity contributes to the sustainability of an ecosystem;

SOURCE: TEA, 2009.


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# Scaffolding the Identification of Main Ideas in Text

- Provide the number of details to locate for each paragraph.
- Encourage the use of pictures, symbols, and diagrams.
- Provide templates with completed portions of the Main Idea and Notes sections and portions containing blanks to be filled in by the student.
- When necessary, return to modeling how to write main ideas and select important details.
- Gradually increase students' responsibility for grasping the main idea of text.


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# Notes Log Templates

| Topic/Title | Pages |
|---|---|
| **Main Ideas** | **Notes** |
| **Main Idea of Section** | |
| **Summary** | |


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# Notes Log (2-page)

| Topic/Title | Pages |
|---|---|
| **Main Ideas** | **Notes** |


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| Main Ideas (cont.) | Notes (cont.) |
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| Main Idea of Section |
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| Summary |
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# Reflection Log

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs. What seemed particularly useful to you? What ideas were new or interesting? What confirmed or challenged your previous beliefs? What questions do you still have?

Use the lines below to record your thoughts.


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