

# TOPIC, MAIN IDEA, DETAILS



TRUSTED BY OVER  
**11,000**  
TEACHERS

Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Amish Way of Life

**Level:** 710

The Amish, or the Pennsylvania Dutch, are a group of Christian people who live in America. They live very simply. The Amish speak Pennsylvania Dutch. Pennsylvania Dutch is their own language that came from Swiss German. Over 165,000 Amish live in the United States, and 1,500 live in Canada. The population of Amish in the West is continuing to grow. 80% of the Amish population lives in Pennsylvania.

The Amish have stringent rules. The church has rules about how to live daily life. Electricity, phones, and cars are prohibited. Instead of cars, people use horses and buggies. Clothes are also regulated. Women wear long dresses with aprons. Men wear pants, shirts, and suspenders. They are only allowed to wear plain colors. If a member does not live by the church's expectations, they are shunned. Being shunned means they are rejected by all of the other members of their Amish community until they make up for their wrongdoings. Amish who do not make up for their wrongdoings are excommunicated. Excommunicated members are thrown out of their community.

The Amish community has their own schools. Many of these schools are one-schoolhouses. One teacher teaches children of all ages in one classroom. Children learn in Amish schools. There are about 30 children in a class. Children usually stop going to school after their first year at school. Children usually stop going to school after their first year at school. Children usually stop going to school after their first year at school. Children usually stop going to school after their first year at school.

Amish women are responsible for their family. They also take care of the church and community needs. Amish women run their homes, cook, make and wash clothes and help neighbors. Amish women are expected to obey their husbands. Amish men tend to be farmers. They grow crops and raise livestock to support their family and community. Since they are prohibited from using electricity, the Amish use horses to help with their farms.

Amish life is different from people who live life as modern. Amish thrive. They have a strong community and take care of each other.



Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

- What is the topic of this text?
  - a Amish people
  - b Where Amish live
  - c Amish schools
  - d Amish rules
- Which sentence best tells the main idea of this text?
  - a The Amish have very strict rules.
  - b The Amish have very simple lives.
  - c The Amish focus their lives around their family and community.
  - d The Amish people have a different way of life from modern Americans.
- What details helped you determine the main idea?
 

The Amish speak Pennsylvania Dutch. The Amish have very strict rules. Many Amish men tend to be farmers.
- What is the main idea of paragraph 2?
 

The main idea of paragraph two is that the Amish have very strict rules.



# WHAT'S INSIDE?

**PRINTABLE** PDFs and **DIGITAL** Google Slides covering the 2<sup>nd</sup> and 3<sup>rd</sup> grade text complexity band with Certified Lexile Levels.

## TOPIC, MAIN IDEA, DETAILS

2<sup>nd</sup> & 3<sup>rd</sup>

### Table of Contents

\*This product includes 12 Lexile® leveled passages in the Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420L-820L). Each

1. How to Use this Resource, Unpacking
2. Topic, Main Idea, Details Anchor Chart
3. Model Text
4. The Amish Way of Life- 470L
5. Mercury- 480L
6. Harriet Tubman- 510L
7. Bears- 600L
8. How to Make Pancakes- 730L
9. Anaconda Snakes- 740L
10. The Wampanoag Native American
11. Thunder and Lightning- 770L
12. Ryan Hreljac Makes His Mark-
13. The Super Bowl- 800L
14. Topic, Main Idea, Details Test
  - The Tower of London-
  - Labor Day- 750L



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CLICK [HERE](#)

\* You MUST be need help sett

770L

Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Thunder and Lightning

Lightning is the flow of electricity between two objects during a storm. Lightning can flow between different parts in a cloud, between two different clouds, or between a cloud and the ground. A strike is when lightning hits an object on the ground. Lightning always comes with thunder; however, you may see lightning without hearing thunder. This is because the lightning is too far away for the thunder to be heard. Lightning is very dangerous. If lightning strikes an object, high heat travels through the object. Lightning can make the sap in a tree evaporate and cause it to explode! Humans that get struck by lightning will usually have a severe injury.



Tree that was struck by lightning

A shock wave that travels along the path of lightning causes thunder. If you see lightning, but do not hear thunder, this means the lightning is far away. If you hear a thunderclap close to the flash of lightning, the lightning is



Cloud to Ground Lightning Strike

very close. Thunder is a sound that is not harmful. Even so, if you hear thunder, this means lightning is close by. It can strike at any time. This is why it is important to stay inside during a thunderstorm anytime you see lightning or hear thunder!

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and  
Google  
Slides Included



# 10 NONFICTION PASSAGES

TEST: The Tower of London

The Tower of London is an historic castle that is next to the River Thames in London. This castle was founded in 1066. It holds a lot of history for the city of London. The Tower of London used to be a grand palace. There are numerous buildings surrounded by defensive walls and a moat. Royals lived here. Kings Richard the Lionheart, Henry III, and Edward I expanded this palace. The castle was also used as a fortress. Guns were placed around the castle. Weapons and ammunition were stored here as well. The Tower of London was also used as a prison from 1100 to 1952. Elizabeth I was a prisoner here before she became queen. During World War I and World War II, the tower was used as a prison for spies. During World War II, bombs damaged the castle and destroyed buildings. After World War II, the castle was repaired and reopened to the public. Visitors of London flock to the Tower of London. It is one of the most visited attractions. Over 2 million people visit the castle each year! Visitors to the castle can see the armor and the Crown Jewels. The Crown Jewels are crowns worn by previous and current monarchs. The Tower of London is a World Heritage Site.

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

Bears

Bears are mammals that live in many different climates around the world. Different species of bears survive in various habitats. Bears have been around since prehistoric times. Humans have hunted them for their meat and fur. Today, bears are threatened because humans are taking over their habitats. Brown bears are not always brown. Brown bears in India are red. In North America, they can range from a cream color to almost black. They have long and thick fur. They also have large claws. Brown bears are unable to climb trees because their claws are dull. Brown bears have a wide range in size. They can weigh between 100 to 1500 pounds. The American black bear lives in North America. They are the smallest and most common bear. Black bears are also not always black. They can be white, blond, or brown. They usually reside in large forests; however, they sometimes leave the populated by humans in search of food. Sometimes they enter areas been known to open doors and jars. They are powerful and can weigh between 90 and 550 pounds. Black bears are omnivores. This means they eat both plants and animals. Polar bears live in the Arctic Circle. Along with some brown bears, they are the only bears that can walk on snow and ice and to swim. Most polar bears spend most of their time in the ocean. They are able to eat a variety of food. Polar bears have adapted to a frigid environment by having a thick layer of blubber, or fat, that helps keep them warm. This blubber also helps polar bears survive.

- Variety of text structures to spark comprehension AND curiosity.
- Dive into historical, scientific, informational, functional, and biography texts.

# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

**Level 710** Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Amish Way of Life

The Amish, or the Pennsylvania Dutch, are a group of Christian people who live in America. They live very simply. **The Amish speak Pennsylvania Dutch.** Pennsylvania Dutch is their own language that came from Swiss German. Over 165,000 Amish live in the United States, and 1,500 live in Canada. The population of Amish in the West is continuing to grow. 80% of the Amish population lives in Pennsylvania.

The Amish have **strange rules.** The church has rules about how to live daily life. Electricity, phones, and cars are prohibited. Instead of cars, people use horses and buggies. Clothes are also regulated. Women wear long dresses with aprons. Men wear pants, shirts, and suspenders. They are only allowed to wear plain colors. If a member does not live by the church's expectations, they are shunned. Being shunned means they are rejected by all of the other members of their Amish community until they make up for their wrongdoings. Amish who do not meet the church's expectations are excommunicated.

Amish women are responsible for their family. They also take care of the church and community needs. Amish women run their homes, cook, make and wash clothes, and help neighbors. Amish women are expected to obey their husbands. Amish men tend to be farmers. They grow crops and raise livestock to support their family and community. Since they are prohibited from using electricity, the Amish use horses to help with their farms.

The Amish way of life is different from people who live life as modern Americans. Despite this, the Amish thrive. They have a strong community and take care of each other.

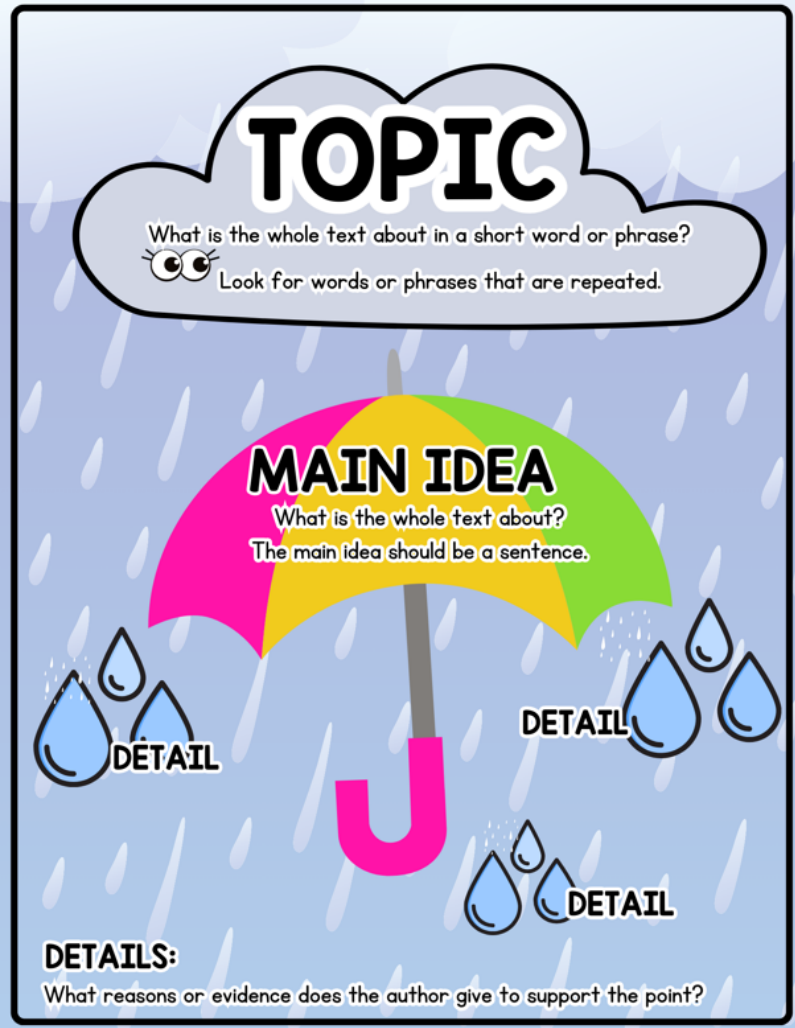
**An Amish family on a buggy.**

Topic, Main Idea, Details

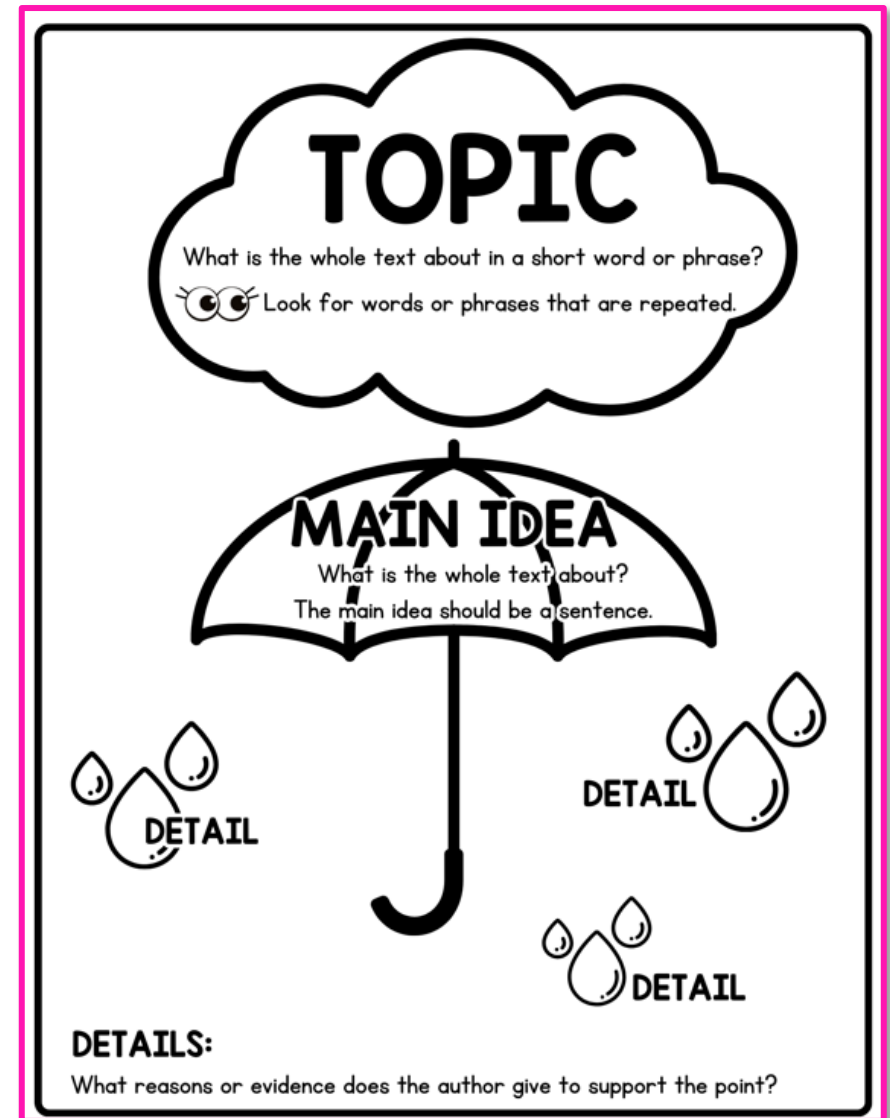
Answer the following questions. Underline the text evidence in the color indicated.

1. What is the topic of this text?  
 a Amish people  
 b Where Amish live  
 c Amish schools  
 d Amish rules
2. Which sentence best tells the main idea of this text?  
 a The Amish have very strict rules.  
 b The Amish have very simple lives.  
 c The Amish focus their lives around their family and community.  
 d The Amish people have a different way of life from modern Americans.
3. What details helped you determine the main idea?  
The Amish speak Pennsylvania Dutch. The Amish have strict rules. Many Amish men tend to be farmers.
4. What is the main idea of paragraph 2?  
The main idea of paragraph two is that the Amish have very strict rules.
5. Which detail could the author add to paragraph 4 to support the main idea? (Choose one that applies).  
 a Some Amish men are carpenters.  
 b Amish children often walk to school.  
 c Amish women are responsible for caring for children.  
 d Amish people gather in their homes to practice their religion.
6. What is the main idea of paragraph 4?  
 a Amish men and women have different roles.  
 b The Amish community has their own schools.  
 c Amish women are responsible for their family.  
 d The Amish way of life is different than people who live in modern America.

# ANCHOR CHART



- 1 Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



Your students can refer to the anchor chart throughout the unit.

# MODEL PASSAGES & TEACHER DIRECTIONS

**Unpacking Main Idea & Details**

Standard RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Standard RI.2.3 Analyze how details and explanations are used in a text to establish a topic or central idea, analyze how specific details contribute to that idea, and explain how they support the main topic or central idea.

**Scaffold Instruction With This Resource**

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support, guidance, and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Thoroughly review the resource, which includes various passages, anchor charts, and assessments tailored to these standards. Understand the genres, topics, and complexity levels to prepare for diverse instructional needs.
- 2. Introduce the Skill with Anchor Charts:** Utilize the provided anchor charts to introduce and clarify the concepts of identifying main topics and determining main ideas. Display these charts in the classroom for visual reminders and incorporate them into daily lessons. Provide copies for students to include in their reading journals for continuous reference.
- 3. Model and Think Aloud:** Select an appropriate passage from the resource and demonstrate the process of identifying main topics or main ideas aloud. Read to the class, pausing to articulate your thought process as you identify key details and their connections to the main idea, using the anchor charts as guides.
- 4. Guided Practice:** Organize students into small groups or pairs and assign them specific passages from the resource. Encourage them to use the anchor charts as they discuss and identify the main topic or main idea, supporting their findings with evidence from the text.
- 5. Collaborative Discussions:** Facilitate time for collaborative discussions, allowing students to share their analyses. Promote a culture of explaining reasoning and citing textual evidence, which reinforces their understanding and ability to articulate their thoughts clearly.
- 6. Independent Practice:** Gradually move students toward independent work using the remaining passages in the resource. Encourage them to consistently refer to the anchor charts and draw on text evidence to back up their conclusions.
- 7. Differentiation:** Tailor instruction to meet varied student needs. For those struggling, provide additional support passages that challenge their analytical skills.
- 8. Assessment:** Implement the assessments included in the resource to evaluate student progress and mastery of the standards. These should measure both their ability to identify main topics and details and to determine and support main ideas.
- 9. Review and Reteach:** Use assessment outcomes to identify areas needing reinforcement. Organize strategy groups for targeted reteaching, focusing on specific skills or concepts students found challenging.

By utilizing the resource's passages, anchor charts, and assessments, and following these scaffolded steps, teachers can effectively scaffold instruction and guide students in mastering the skill.

- Unpack the standard
- Prerequisite skills
- How to use this resource.



**Model** Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the following text. Complete the following questions to help you determine the topic, main idea, and supporting details. Color text evidence using the color crayon shown.

**Unwrapping the Truth of Fortune Cookies**

Fortune cookies are fun treats that hold a surprise message inside. But did you know they come with their own mystery about where they started? Many people think fortune cookies were first made in China, but actually, they were created in the United States! In the early 1900s, people in San Francisco and Los Angeles started making these cookies. They were inspired by Japanese cookies that also had messages inside. Fortune cookies quickly became a special part of eating out at Chinese restaurants in America. Inside each cookie, you find a piece of paper with a fortune or a wise saying. Even though fortune cookies weren't really from China, these cookies became famous around the world. Fortune cookies are a fun way to end a meal with a bit of luck and laughter.

- How do I find the **main topic** of a text?  
• Look for words or phrases that are **repeated**. The topic should be a word or short phrase that the whole text is about.  
Main Topic: \_\_\_\_\_
- How do I find the **main idea** of a text?  
• Ask, "What is the whole text about?" The main idea should be a sentence.  
• Note: Sometimes the text will tell you the main idea, but not always!  
Main Idea: \_\_\_\_\_
- How do I find the **supporting details** in a text?  
• Find the portion of the text where the author makes the point.  
• Ask, "What reasons or details does the author give to support the point?"  
Supporting Details: \_\_\_\_\_



Model text and questions

# ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

The image displays two sample reading comprehension tests for the text 'The Tower of London'. The top test is a practice version with handwritten answers and color-coding. The bottom test is a formal assessment version with a reading passage and three images.

**Practice Test (Top):**

Topic, Main Idea, Details  
Answer the following questions. Underline the text evidence in the color indicated.  
1. What is the topic of this text? Use text evidence to support your answer.  
The topic of this text is The Tower of London. I know this because it is the title of the text and is repeated often in the text.

2. Which sentence best tells the main idea of this text?  
a. The Tower of London was used as a prison.  
b. The Tower of London houses the Crown Jewels.  
c. The Tower of London is a popular tourist destination.  
d. The Tower of London is important to the history of London.

3. What details helped you determine the main idea?  
The tower of London used to be a grand place. The castle was also used as a fortress. It was also used as a prison from 1100-1452.

4. What is the main idea of paragraph 2?  
The main idea of paragraph two is the The Tower of London used to be a palace.

5. Which detail could the author add to paragraph 4 to support the main idea that The Tower of London was used as a prison? (Choose all that apply.)  
a. Six Ravens still live at the tower today.  
b. Anne Boleyn was also a prisoner.  
c. There was once a castle a prison.  
d. Seven people lived there.

**Formal Test (Bottom):**

Topic, Main Idea, Details Name: \_\_\_\_\_  
Level: 710  
**TEST: The Tower of London**

The Tower of London is an old historic castle that is next to the River Thames in London. This castle was founded in 1066. It holds a lot of history for the city of London.

The Tower of London used to be a grand palace. There are numerous buildings surrounded by defensive walls and a moat. Royals lived here. Kings Richard the Lionheart, Henry III, and Edward I expanded this palace.

The castle was also used as a fortress. Guns were placed around the castle. Weapons and ammunition were stored here as well.

The Tower of London was also used as a prison from 1100 to 1452. Elizabeth I was a prisoner here before she became queen. During World War I and World War II, the tower was used as a prison for spies.

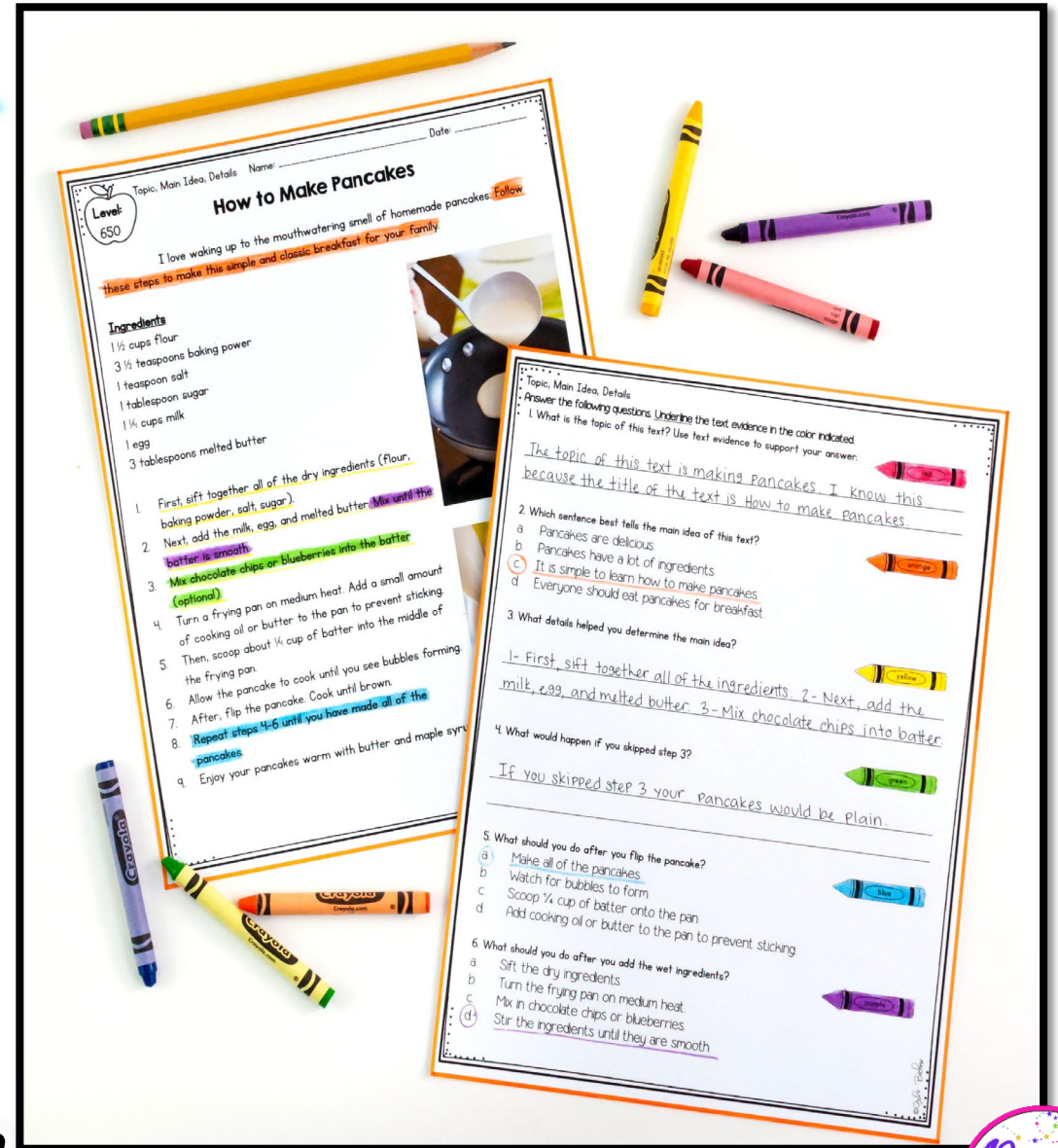
During World War II, bombs damaged the castle and destroyed buildings. After World War II, the castle was repaired and reopened to the public.

Visitors of London flock to the Tower of London. It is one of the most popular tourist attractions. Over 2 million people visit each year! Visitors to the castle can see royal armor and the Crown Jewels. The Crown Jewels are crowns worn by previous and current royalty. The Tower of London is now a protected World Heritage Site.

**Images:**  
- Outside View of the Tower of London  
- Prison in the Tower  
- Crown Jewels

# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 11,000 teachers... and counting!





# ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

**ABOUT LEXILE LEVELS**

**CERTIFIED LEXILE PARTNER**

Common Core Kingdom, LLC DBA MagiCore™ is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

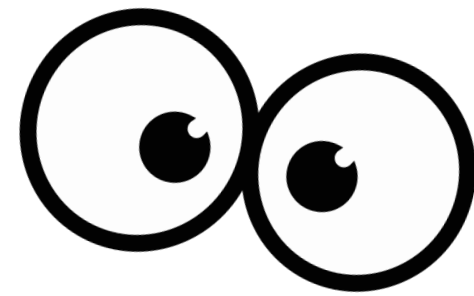
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	

Keep in mind when using any leveled text that it should support to reach text at the high end of their Common Core Standards. "It is important to read appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text complexity general movement, however, should be toward independence both within and across the text complexity bands."

# TAKE A PEEK



## TOPIC, MAIN IDEA, DETAILS

*2nd & 3rd grade*

### Table of Contents

\*This product includes 12 Lexile® leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420L-820L). Each passage and question set is two pages long.

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Topic, Main Idea, Details Anchor Chart (2 pgs.)
3. Model Text
4. The Amish Way of Life- 470L
5. Mercury- 480L
6. Harriet Tubman- 510L
7. Bears- 600L
8. How to Make Pancakes- 730L
9. Anaconda Snakes- 740L
10. The Wampanoag Native Americans- 760L
11. Thunder and Lightning- 770L
12. Ryan Hreljac Makes His Mark-790L
13. The Super Bowl- 800L
14. Topic, Main Idea, Details Test
  - The Tower of London- 670L
  - Labor Day- 750L

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.



**CLICK [HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.**

\* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



## ABOUT LEXILE LEVELS



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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



## TOPIC

What is the whole text about in a short word or phrase?  
 Look for words or phrases that are repeated.

## MAIN IDEA

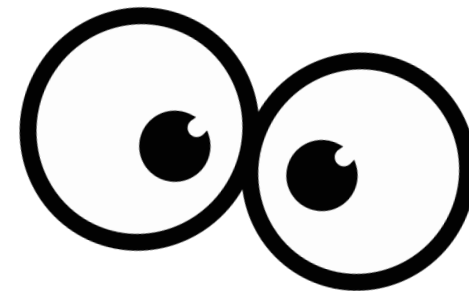
What is the whole text about?  
 The main idea should be a sentence.



### DETAILS:

What reasons or evidence does the author give to support the point?

# AND ANOTHER PEEK



470L

Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Amish Way of Life

The Amish are a group of people living in America. They live very simply. The Amish speak their own language. Over 165,000 Amish live in the United States. 1,500 Amish live in Canada. The Amish population is growing. 80% of Amish people live in Pennsylvania.

The Amish have strict rules. The church makes rules. Electricity, phones, and cars are not allowed. People use horses and buggies. Women wear long dresses with aprons. Men wear pants, shirts, and suspenders. They wear plain colors. People who do not follow rules are shunned. Being shunned means they are rejected by their community. They need to make up for their wrongdoings. Amish who do not make up for their wrongdoings are excommunicated. Excommunicated members are thrown out of their community.

The Amish community has their own schools. Many of these schools are one-room schoolhouses. A teacher teaches all ages in one classroom. Unmarried Amish women teach Amish schools. There are about 30 children in a class. Children learn English, reading, writing, math, and history. Children go to school until 8th grade. After, they help their family with household duties.



An Amish woman

Amish women take care of their family. They also take care of the church and community. Amish women cook. They make and wash clothes. They help neighbors. Amish women follow their husbands. Amish men are often farmers. They grow crops and raise livestock. Amish use horses on their farms.



An Amish family on a buggy

The Amish way of life is different from modern Americans. Despite this, the Amish thrive. They have a strong community. They take care of each other.

Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

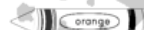
1. What is the topic of this text?

- a. Amish people
- b. Where Amish live
- c. Amish schools
- d. Amish rules



2. Which sentence best tells the main idea of this text?

- a. The Amish have very strict rules.
- b. The Amish have very simple lives.
- c. The Amish focus their lives around their family and community.
- d. The Amish people have a different way of life from modern Americans.



3. What details helped you determine the main idea?

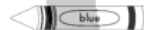


4. What is the main idea of paragraph 2?



5. Which detail could the author add to paragraph 4 to support the main idea? (Choose all that apply).

- a. Some Amish men are carpenters.
- b. Amish children often walk to school.
- c. Amish women are responsible for caring for children.
- d. Amish people gather in their homes to practice their religion.



6. What is the main idea of paragraph 4?

- a. Amish men and women have different roles.
- b. The Amish community has their own schools.
- c. Amish women are responsible for their family.
- d. The Amish way of life is different than people who live in modern America.



Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

1. What is the topic of this text?

- a. Space
- b. Mercury
- c. Planets in our solar system
- d. Mercury and Earth



2. Which sentence best tells the main idea of this text?

- a. Mercury is closest to the sun.
- b. Two spacecraft visited Mercury.
- c. There is a lot to learn about Mercury.
- d. Planets are interesting to learn about.



3. What details helped you determine the main idea?



4. What is the main idea of paragraph 2?

- a. What Mercury looks like and its climate.
- b. Mercury looks similar to the moon.
- c. Mercury's temperature can be very cold or very hot.
- d. Mariner 10 took photographs of Mercury.



5. What is the main idea of paragraph 3?

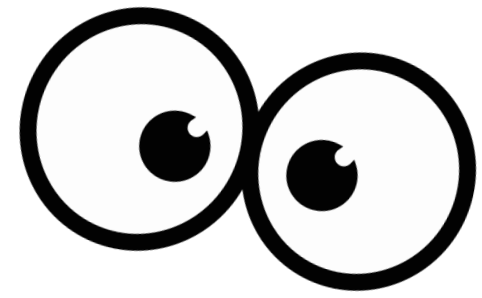


6. What is the main idea of paragraph 4?

- a. Amish men and women have different roles.
- b. The Amish community has their own schools.
- c. Amish women are responsible for their family.
- d. The Amish way of life is different than people who live in modern America.



# CHECK THIS OUT TOO!



510L

Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Harriet Tubman

Harriet Tubman was born in 1822 in Maryland. She was a slave. When Harriet was five years old, her job was to take care of her owner's baby. When she got older, she worked in the fields.

In 1849 Harriet escaped slavery. She fled to Pennsylvania. The journey was 90 miles. Harriet returned to Maryland to rescue her family. After, she continued to help other slaves. She made about thirteen trips. Harriet rescued around 70 slaves. She traveled at night to avoid being caught. Slave owners were furious. They offered rewards for her capture. After she rescued slaves, Harriet helped them find work. She took them as far North as Canada.

During the US Civil War, Harriet worked for the Union Army. The Union Army fought for the northern and southern states to stay together. Northern states were free states. Southern states were slave states. Harriet worked for the Union Army as a cook and nurse. She also guided an attack. The attack freed more than 700 slaves.

After the Union won the Civil War, Harriet moved to New York. She took care of her parents. She worked for women's right to vote. Harriet got very sick. She died in 1913.

Harriet is still remembered for her work during slavery and the Civil War. She was a courageous hero. She risked her life to help others.



Harriet Tubman in 1880

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Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

1. What is the topic of this text? Use text evidence to support your answer.



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2. Which sentence best tells the main idea of this text?

- a. Harriet Tubman escaped slavery.
- b. Harriet Tubman saved many slaves.
- c. Harriet Tubman helped the Union Army.
- d. Harriet Tubman did many important things throughout her life.



3. What details helped you determine the main idea?



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4. What is the main idea of paragraph 1?



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5. Based on the text, how could you describe Harriet Tubman? (Choose all that apply).

- a. brave
- b. heroic
- c. fearful
- d. Daring



6. What is the main idea of paragraph 3?

- a. Harriet led an attack.
- b. Harriet freed 700 slaves.
- c. Harriet worked for the Union Army.
- d. Northern states were free states and southern states were slave states.



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Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

1. What is the topic of this text? Use text evidence to support your answer.

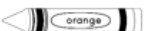


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2. Which sentence best tells the main idea of this text?

- a. Bears are many different colors.
- b. There are different types of bears.
- c. Humans are taking over the habitats of bears.
- d. Brown bears and polar bears are the largest land mammals.



3. What details helped you determine the main idea?



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4. What is the main idea of paragraph 2?

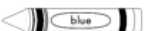


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5. What is the main idea of paragraph 4?

- a. Polar bears are white.
- b. Polar bears live in the arctic circle.
- c. Polar bears are endangered.
- d. Polar bears have interesting characteristics.



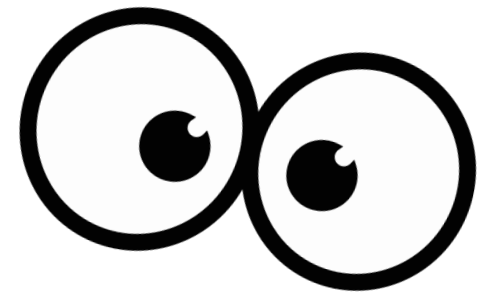
6. According to the author, why should we learn about bears?

- a. Bears can be dangerous.
- b. Bears are very interesting.
- c. There are many different types of bears.
- d. We can reduce the effect we have on bears and their habitats.



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# UPGRADE THEIR SKILLS!



800L

Topic, Main Idea, Details Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Super Bowl is the final professional football game of the season. This championship game determines the best NFL team. The game currently falls on the first Sunday in February.

### History of The Super Bowl

The first Super Bowl was on January 15, 1967. Super Bowl I was played in Los Angeles, California. The team that wins the big game gets the Vince Lombardi Trophy. This trophy is named after a Green Bay Packers coach. Vince Lombardi led his team to the first two Super Bowl victories. The Pittsburgh Steelers have held the most Super Bowl wins with six victories. The Dallas Cowboys and the San Francisco 49ers each have five victories.

### Super Bowl's Importance in America

Super Bowl Sunday has become a part of American culture. It has been one of the most-watched television programs of the year. The Super Bowl is the second largest day for food, second to Thanksgiving. Super Bowl commercials have become a huge attraction as well. These commercial slots are the most expensive of the year. Companies come up with clever commercials that are almost as entertaining as the game itself. The halftime show is a large part of The Super Bowl as well. Famous musicians such as Michael Jackson and Madonna have performed.



President Reagan congratulates New York Giants after Super Bowl XXI win in 1987

Throughout history, the Super Bowl's importance has grown in America. It has become the most watched sporting event in the United States.

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Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

1. What would be a good title for this text?

- a. American Culture
- b. Professional Football
- c. The Super Bowl Championship
- d. Sporting Events on Television



2. Which sentence best tells the main idea of this text?

- a. The Super Bowl's importance has grown in America.
- b. The first Super Bowl was played on January 15, 1967.
- c. The Super Bowl determines the best NFL team of the season.
- d. The Super Bowl is the final professional football game played every year.



3. What details helped you determine the main idea?



4. What is the main idea of paragraph 2?



5. Which details could be added to support the main idea of paragraph 2? (Choose all that apply).

- a. The name Super Bowl came from Lamar Hunt.
- b. There are four NFL teams that have never played in the Super Bowl.
- c. When the Super Bowl first started, it was a championship between the NFL and AFL.
- d. The Green Bay Packers, New York Giants, and New England Patriots have won four Super Bowl championships.



6. What is the main idea of paragraph 3?

- a. The Super Bowl has been occurring for a long time.
- b. The Super Bowl has become a part of American culture.
- c. Famous musicians perform at the Super Bowl halftime show.
- d. Food and commercials are a large part of the Super Bowl celebration.



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Topic, Main Idea, Details

Answer the following questions. Underline the text evidence in the color indicated.

1. What is the topic of this text? Use text evidence to support your answer.



2. Which sentence best tells the main idea of this text?

- a. Ryan is a boy from Canada.
- b. In 1999, Ryan traveled to Uganda to build his first well.
- c. Ryan has received awards for the work his charity has done.
- d. Ryan changed the world by beginning a foundation that builds wells around the world.



3. What details helped you determine the main idea?



4. What is the main idea of paragraph 1?



5. What was the first step Ryan took to help people without fresh water?

- a. Ryan created Ryan's Well Foundation.
- b. Ryan traveled to Uganda to build a well.
- c. Ryan gave speeches about the importance of clean water.
- d. Ryan donated his money from chores to a charity that built wells in Africa.



6. What is the main idea of paragraph 2?

- a. Ryan traveled to Uganda to build his first well.
- b. Ryan is an inspiration to people around the world.
- c. Ryan developed his charity *Ryan's Well Foundation*.
- d. Ryan gave speeches about the importance of clean water.



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