

# KEY IDEAS & DETAILS

## Lesson Guide

Use this lesson guide to help students practice their informational text skills with key ideas and details. Use any of the articles in The Daily Juice or find articles related to specific topics in the search tab and assign them to students.

## PRE-READING

Brainstorming, predicting, and questioning are all effective ways to activate and assess students' prior knowledge before reading an informational text. Use one of the following strategies with students before reading an article in The Juice.

### Preview the Text

Have students look at the title, photo and bold vocabulary words in the article before reading. Ask students to predict what the article will be about:

- Based on the title of the article and what you already know, what do you think this article will be about?
- What does the image tell you the article might be about?

### Knowledge Mapping:

- Determine the topic you would like students to brainstorm from the article and have them write it in the middle circle
- Have students work with partners or independently to brainstorm additional words or phrases associated with the topic of the article and add to the surrounding circles
- Have students share some of their words or phrases with the class

Knowledge Map

Name:

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### ABC Brainstorm:

- Determine the topic you would like students to brainstorm from the article
- Have students work in small groups or independently to brainstorm a word or phrase related to the topic for each letter of the alphabet
- Make it a game: challenge students to use creativity to be the first to fill in every letter, or allow students to move within the classroom to find others with ideas they may have missed

Name:

Article Title:  Topic:

A	B	C	D	E	F
G	H	I	J	K	L
M	ABC Brainstorm				N
O	P	Q	R	S	T
U	V	W	X	Y	Z

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## DURING READING

Target the following standards with the graphic organizers below. Have students complete the organizers as they read the article in *The Juice*.

### R1.1 Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- [Claim, Evidence, Reasoning 1](#)
- [Claim, Evidence, Reasoning 2](#)
- [Making Inferences 1](#)
- [Making Inferences 2](#)

### R1.2 Key Ideas and Details

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- [Finding the Main Idea 1](#)
- [Finding the Main Idea 2](#)
- [Finding the Theme](#)
- [Writing a Summary](#)

### R1.3 Key Ideas and Details

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- [Connecting to the Text 1](#)
- [Connecting to the Text 2](#)
- [Cause and Effect](#)

## AFTER READING

Provide students with opportunities to think more deeply about the text after reading with the following discussion and writing activities.

Use one of the following writing prompts and have students further analyze and develop their ideas from their graphic organizer

## Written Response Questions

- Do you agree with the main idea in the text? Use evidence to support your rationale
- Are their details from the text the author could have included to make the main idea more or clear or ideas the author could have excluded?
- What additional text features could be added to this article to make the main idea more clear?
- Take one of the connections you made to the text and write a paragraph further explaining the connection.

## One Page Analysis

Have students create a one page analysis of their article citing the main idea and supporting details with textual evidence. Students can also include visual information to represent their thinking on the one page.

## Silent Discussion

Have students form small groups and write the main idea on the poster chart. Have students link supporting details to each other and expand on each others thoughts. After, encourage students to circulate through the classroom to silently read and write responses to each other's comments and questions

# SUPPORTS

- Support ELL students by pre-teaching vocabulary or providing nonlinguistic symbols in a glossary with the vocabulary words in the article
- Adjust the reading level or have students utilize the audio component in The Juice article
- Consider providing a more scaffolded or partially filled in organizer for certain students
- Provide sentence starters or question frames to any student who may benefit from them in order to complete writing prompts or participate in discussions