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## NYS NEXT GENERATION ENGLISH LANGUAGE ARTS LEARNING STANDARD

**3R2** Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. *(RI & RL)*

### Introduction

Read, or have students read, the instructional text. Students should be able to tell the main idea of any passage they read. Encourage students to look for a topic sentence in shorter passages. For longer passages, students should be able to explain the main idea in two to three sentences. Recognizing the main idea is key to understanding the passage.

### Guided Practice

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Title: **"The World of Tomorrow"**

Genre: **Informational**

Lexile® Measure: **500L–600L**

### VOCABULARY

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

**amusement, Depression, exhibits**

LESSON 5
3R2

### Main Idea and Summaries

Your friend wants to tell you about a book he read. Your first question is, "What is the book about?" He should be able to tell you in only a few sentences.

Any text you read is about something. Every text has a **main idea**. Telling someone the main idea means you will answer the question, "What is the book about?" It is an important reading skill. When you know what you are reading about, details are clear. The main ideas of part of a text are the details that back up the main ideas of the whole text.


**VOCABULARY**  
exhibits  
robot  
vacuum

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**Guided Practice**  
Read the passage. Then answer the questions.

#### "The World of Tomorrow"

- New York's World's Fair was held in 1939 and 1940. It was held in New York City. America was just coming out of the Great Depression. People were ready to look towards the future.
- The fair was named "The World of Tomorrow." There were many special exhibits. They showed new and exciting products. People from around the world came to the fair. Many countries built buildings where they displayed food and products from their land.
- Parents could walk around and look at the buildings and cars. Children could check out the amusement area. There were many rides. They could ride a roller coaster or the exciting parachute jump. There were games and shows, too. People loved to visit the Futurama exhibit. It showed what a town of the future might look like. Electro, a 7-foot-tall robot, was also popular. The robot could speak and walk. There were many things for the whole family to do at the fair!



**exhibits**  
displays of objects  
for people to look at

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- New York's World's Fair was open for two years. Over 44 million people visited. In 1940, the World's Fair's name changed to "For Peace and Freedom." Sadly, World War II began soon after the fair ended. Countries that had been together at the fair began fighting each other.

**Television** was introduced to the public during the fair. Soon people could buy TVs in stores around New York City.

What is this article mainly about?

A New York's World's Fair

B Electro

C New York City

D Futurama

**All of these details are in the passage. However, they are not all what the passage is mostly about. Think about the most important idea.**

Which sentence best expresses the main idea of paragraph 1?

A People were ready to look towards the future.

B It was held in New York City.

C New York's World's Fair was held in 1939 and 1940.

D America was just coming out of the Great Depression.

**In most paragraphs, there is one sentence that tells the main idea. It is called the **topic sentence**. The other sentences tell more details about it.**

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What is an important detail in the second paragraph?

The fair had exhibits that showed new and exciting products.

This paragraph tells about the name of the fair. The name was "The World of Tomorrow." Think about a detail that helps to support the fair's name. Here is a sample answer:

The fair had exhibits that showed new and exciting products.

What is the topic sentence of paragraph 3? What details support it?

The topic sentence is "There were many things for the whole family to do at the fair!" Details that support it list things people could do. They could look at cars. They could ride rides. They could see Futurama and Electro.

The topic sentence is not always the first sentence.

Which of these ideas should not be in a summary of the passage?

- A The fair was named "The World of Tomorrow."
- B New York's World's Fair was held in 1939 and 1940.
- C Electro was seven feet tall.
- D There were many things for the whole family to do at the fair.

A summary tells the main ideas. It tells the most important details. Which choice is not very important?

Write a summary of the passage.

New York's World's Fair was held in 1939 and 1940. The fair was named "The World of Tomorrow." It showed many new products. There were things for the whole family to do at the fair. There were games, rides, buildings, and special exhibits. It was open for two years. Almost 44 million people came to the fair.

Think about the main idea of each paragraph.

Title: **A Monkey and a Crocodile**

Genre: **Fable**

Lexile® Measure: **400L-500L**

**VOCABULARY**

companion, liver

Read the passage. Then answer the questions.

**A Monkey and a Crocodile**  
*a fable from India*

1 Monkey and Crocodile were best friends. Monkey lived at the top of a coconut tree near the river, and Crocodile would visit Monkey.

2 "Hop on top of my back," Crocodile said to Monkey. "I will take you on a relaxing ride around the river. When we are done, I'll return you to your tree."

3 When Crocodile returned to his home, his wife told him she was sick.

4 "Someone told me that I will die if I don't eat the liver of a monkey," she told her husband. "Go get a monkey's liver for me. You will save my life if you do."

5 The next day, Crocodile went to see Monkey.

6 "My wife would like you to come to our house for dinner. She has prepared something delicious that you will love. Hop on my back, and we will go!" Crocodile said. He was nervous as they swam home, but he saw no other way to help his wife.

7 While he was swimming along, Crocodile could not keep silent any longer. He told Monkey about why they were really going to his house. Monkey had to think quickly. What should he do to save his life?

8 "My good friend and companion," Monkey said to Crocodile. "My liver is hanging on my tree. We must go back at once so I can get it."

9 Crocodile turned around and swam back to Monkey's tree. Immediately, Monkey ran up his tree as high as he could. He did not come back down.



- 10 "Where, oh where, are you, Monkey?" Crocodile yelled.  
 11 Monkey dropped a coconut right on the top of Crocodile's head.  
 12 "Go away!" Monkey screamed. "You are not my friend! Monkeys don't hang their livers in trees. They are inside us!"

What did Monkey ride on in the river?

- A a boat
- B a raft
- C Crocodile**
- D a coconut

This asks about a detail in the story. Look at the second paragraph.

Where does Monkey live?

- A at the zoo
- B in the river
- C in a monkey house
- D at the top of a coconut tree**

This is another detail in the story. Look at the beginning of the story again.

What is the moral of this story? What details support the moral?

The moral is that true friends do not trick others to get what they want. Crocodile tricked Monkey to get him to come to his house so Crocodile's wife could eat his liver. When Monkey found out, he saved himself by tricking Crocodile. Monkey's quick thinking saved his life.

The main idea of a text is sometimes called its **theme**. The theme is different from the plot. The plot tells what happens. The theme is what a text is about. In a fable, the theme is often told as a lesson about life or a moral.

Which sentence best summarizes why Crocodile's wife needed a monkey's liver?

- A She was hungry.
- B She would die without it.**
- C She liked to use monkey liver in soup.
- D She needed it to save her sick daughter.

Crocodile's wife told him why she needed the liver of a monkey.

Write a summary of the story.

The fable is about a crocodile and monkey that are friends. Monkey rides on Crocodile's back down the river. One day, Crocodile found out his wife was sick. She needed a monkey's liver to get well. She asked Crocodile to get Monkey's liver. Crocodile asked Monkey to come to his house, but then he told Monkey of the plan to eat his liver. Monkey said his liver was in his tree so Crocodile would take him back to his tree. Monkey ran up the tree and wouldn't come down. From up in the tree, Monkey told Crocodile the truth. Monkeys do not hang their livers in their trees. They are in their bodies.

Your answer should have only the main events from the story.

Test Yourself

Have students complete the Independent Practice on their own. Students can complete it at home or during class.

Title: **Domestic Robots: Help You Do Your Chores**

Genre: **Science/Technology**

Lexile® Measure: **500L–600L**

VOCABULARY

domestic, electricity, personal, robot, service, vacuum

Answer Rationales

1. The main idea is the most important idea in the passage. This passage tells about robots that vacuum, clean pools, and cut the grass. However, it uses them as examples for its most important idea: robots can help us do work. Choice A is correct. (3R2)
2. The main idea is supported by details in the passage. Since the main idea is that robots can help us do work, the most important supporting detail is about how willing people are to allow robots into their homes. People spend a lot of money on personal robots, so this detail is the best at supporting the main idea. Choice C is correct. (3R2)
3. Paragraph 2 tells about a specific type of robot that helps people vacuum. The main idea is often given in the topic sentence of the paragraph: Roomba is a vacuum cleaner robot. The other sentences tell more about this robot. Choice A is correct. (3R2)
4. Headings give the main idea for the paragraph or paragraphs that follow. Paragraph 6 is about robots that we may see in the future and how we may have robots in our homes. A good heading is "Robots of the Future." Choice B is correct. (3R2)

**Test Yourself**  
Read the passage. Then answer the questions.

**Domestic Robots: Help You Do Your Chores**  
*by Liam Corner*

1 Stop and think about what life would be like if you had a robot to help do your chores. You would never have to make your bed, dust, or clean your room. You would have a robot to help you do all your chores. Would you like that? Many people are already using robots to help them do their work.

2 Roomba is a vacuum cleaner robot. You can run it when you are at home or when you are gone. It makes vacuuming a snap because it does the work so you do not have to! Can you imagine never having to vacuum again?

3 You may know friends that have a pool. Do they vacuum the bottom of their pool? Now there is a robot for that job. What is so nice about them? They do not have hoses. People do not have to hold them. They do not use electricity. You put them in your pool, and they do all the work.


4 Does your older brother cut the grass in your yard? If he does not enjoy it, a robot lawnmower may be just what he would like. With the push of a button, it will cut grass without having to be pushed around the yard.

5 By 2025, people will likely be spending more than \$23 billion on service and personal robots. The company that makes Roomba and other home robots has sold more than 20 million. Many robots we have today look very much like machines. Most robots only do one job. But robots are changing quickly. Some new robots have arms and legs. They look more like people. They can do more than one job. Companies are working to make these robots better. Soon you might see them in people's houses.

6 The robots you see in movies will become more of a reality. They will help us solve problems, do jobs, and help make our lives easier. By 2040, it is thought that most houses will have a personal robot or would like one!

**robot**  
a machine that is able to carry out a series of actions

**vacuum**  
a device that collects dust and small things from floors



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1 What is the main idea of this article?

A Robots can help us do work.

B Roomba is a vacuum cleaner robot.

C There is a robot that can clean your pool.

D If your older brother has to cut the grass, he would like a robot lawnmower.

2 What is the most important supporting idea of this article?

A Roomba is a vacuum cleaning robot.

B Many robots we have today look very much like machines.

C By 2025, people will spend more than \$23 billion on service and personal robots.

D A robot lawnmower will cut grass without having to be pushed around the yard.

3 What is the main idea of paragraph 2?

A Roomba is a vacuum cleaner robot.

B You can run it when you are at home or when you are gone.

C It makes vacuuming a snap because it does the work so you do not have to!

D Can you imagine never having to vacuum again?

4 Which of these would make the best heading for paragraph 6?

A Roomba

B Robots of the Future

C Pool Robots

D A Robot for the Yard

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- 5. Some paragraphs do not have a topic sentence. In this introductory paragraph, the writer asks the reader to think about how robots would affect his or her daily life. He then points out that people are beginning to use robots in their homes. There are many possible sentences to express the main idea that people are using robots to do jobs in their homes. (3R2)
- 6. A summary is a way to tell only the most important ideas. Many different summaries are possible. Students should recognize the main idea that people are using robots to help in their homes. There are robots that vacuum, clean pools, and mow lawns. Although most robots now look like machines and only do one job, the future may bring robots that look like humans and can do many jobs. (3R2)

5 Write a sentence that expresses the main idea of paragraph 1.  
 People are using robots to do jobs at their houses.

6 Write a summary of the article.  
 Many people are already using robots to help them do work. There are robots that vacuum, clean your pool, and mow your grass. Many of the robots we have today look like machines. They only do one job. The robots we see in the movies will be here soon. Robots will help us solve problems, do jobs, and help make our lives easier.

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**SKILL STRATEGY**

**Main Idea**

See pages 14–15 of the teacher’s edition.

**LISTENING/SPEAKING ACTIVITY**

Using the Internet and library resources, have students work in groups to learn more about some recent inventions, scientific discoveries, or advances in medicine or technology. Invite students to present their findings to the class. Instruct students to include a visual in their presentations.

**ELLS ACTIVITY**

Have students think about the chores they do around the house. Ask them what machines they use to complete their chores. Then ask them how people did these chores before they had machines.