# Idea Evidence Circle

Find main ideas in spoken words, a graph, and a plan.

**CCSS.ELA-Literacy.SL.3.2** "Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Your teacher reads paragraph 1 aloud twice while you keep it covered. Listen first; then answer Question 1 without uncovering it. Next read paragraphs 2-3 and study both source cards. You may check the spoken text after your first answer.

### Listen first, then look

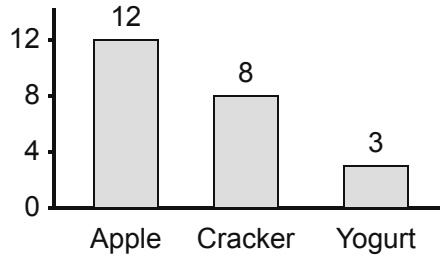
1. Reader script - keep covered while listening: The school library has made several changes to help readers. It added soft seats where children can enjoy books. It put more comic books on its shelves. A return box beside the door makes it easy to bring books back. These changes give readers more choices and make the library easier to use.

2. A main idea tells what the whole message is mostly about. A supporting detail helps explain that idea. One seat, one book, or one number is usually a detail. Look for an idea that fits several details together.

3. Source A is a graph of a made-up class vote. Each child chose one snack. Source B is a simple plan of the made-up library after the changes. A plan shows where things are. Use what is actually shown or heard; do not add details from your own school.

**A · Class vote - fictional data**

## Snack choices

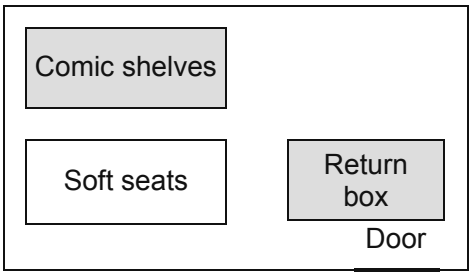



Look at the bars and labels. The vertical scale counts children. Compare the choices, then state an idea supported by the numbers.

One vote per child; this graph describes only this class vote.

**B · Library plan - fictional layout**

## Places to read and return




Use the labels and positions in this plan as visual evidence. The rectangles mark areas; they do not show how many books or seats are there.

Simple room plan, not to scale. The door is at the lower right.

## 2 ANSWER WITH EVIDENCE

Use the media and background

1 What was the spoken message mostly about? Give two details you heard that support it.

2 What main idea does the snack graph support? Use two numbers to explain.

**3** What does the library plan show about ways people can use this room? Give two visual details.

**4** Choose one answer above. Explain why your main idea is bigger than just one detail.

## 3 YOUR TURN

Your own words

One worksheet and pencil per child; a teacher or adult reader. Work with a partner after the listening and independent answers.

Each learner will identify a main idea and details from all three sources. Share your reasoning aloud after making your own answers.

### 1. Hear the message

Keep paragraph 1 covered while the reader speaks twice. Answer Question 1 from listening. Write one detail you remember here.

**A detail I heard:**

### 2. Read the graph

Study Source A yourself. Answer Question 2. Point to the bars that support your idea, then tell your partner how the numbers fit.

**The two counts I used:**

### 3. Read the plan

Study Source B and answer Question 3. Point to both features you used. Explain to your partner how they support the idea. Switch speakers.

**The two features I used:**

### 4. Check and improve

Answer Question 4. Partners check that each idea fits its details. Improve one answer if needed; explain what you changed or why it already fits.

**My change or reason to keep an answer:**

**ANSWER KEY**

# Idea Evidence Circle



## PART 1 · READ AND MARK

Your teacher reads paragraph 1 aloud twice while you keep it covered. Listen first; then answer Question 1 without uncovering it. Next read paragraphs 2-3 and study both source cards. You may check the spoken text after your first answer. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What was the spoken message mostly about? Give two details you heard that support it. | **The library made changes to help readers/use. Details: soft seats, more comic books, return box by the door. Any two support the idea.** |
| 2 | What main idea does the snack graph support? Use two numbers to explain. | **Apples were the most popular choice in this class vote. Twelve chose apples versus eight crackers and three yogurt. Use two correct counts showing apples led.** |
| 3 | What does the library plan show about ways people can use this room? Give two visual details. | **The room supports reading and returning books. The plan labels soft seats/comic shelves and a return box near the door. Accept an idea supported by two actual features.** |
| 4 | Choose one answer above. Explain why your main idea is bigger than just one detail. | **Example: "The library made helpful changes" covers the seats, books, and return box. "There are soft seats" names only one detail.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative responses: The spoken message is about helpful library changes; new seats and more comics support it. The graph shows apples leading with 12 votes, compared with 8 for crackers. The plan shows a place to read and return books: seats are on the left, and the return box is beside the door on the right. A main idea covers the related details instead of repeating only one.
Illustrative partner check: My partner noticed that I had written only "soft seats." I revised it to "The library offers places to read and return books," supported by the seats and return box. Accept revisions that improve the match to the actual source.

Read paragraph 1 aloud twice before learners uncover it; do not read out the key. Each child answers independently before discussion. Assess an accurate main idea, at least two fitting details per source, and an explanation of support. Evidence constrains answers; this is not an opinion-only game. The graph and library plan are printed visuals, not descriptions of missing pictures. All sources are classroom simulations, not claims about a real school.