

Details Make Ideas

Students choose details that clearly add to an idea.

1.11.B.ii “developing an idea with specific and relevant details;”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 PICK A DETAIL _____

a	quiet	barks	brown
b	dry	wet	sleepy
c	red	round	high

2 MATCH DETAILS _____

cat	•	•	candles
wind	•	•	naps
cake	•	•	blows

HOW TO RUN THIS PAGE

Read each idea and its choices aloud, then have students mark the detail that adds useful information. Students show that a detail should tell more about the main idea, not just name something unrelated.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • PICK A DETAIL

SAY “Listen to the idea in each row. I will read the three choices, then you will circle the detail that tells more about the idea.”

ROW	SAY	STUDENTS CIRCLE
a	My dog is loud. I will read quiet, barks, brown. Which detail helps explain that my dog is loud?	barks
b	Rain is falling. I will read dry, wet, sleepy. Which detail tells more about rain falling?	wet
c	I built a tall tower. I will read red, round, high. Which detail tells more about my tower being tall?	high

PART 2 • MATCH DETAILS

SAY “The words on the left name an idea. I will read each idea with its describing words, then draw a line to the detail on the right that tells more about it.”

- **cat** matches **naps**
- **wind** matches **blows**
- **cake** matches **candles**

WHAT TO ACCEPT

Circle barks, wet, and high. Match cat to naps, wind to blows, and cake to candles.