



# Close reading plan

*One Tiny Turtle* by Nicola Davies

Created by Christine Turcotte-White, 2014  
Connecticut Dream Team teacher

What makes this text complex			
<b>Text and Author</b>	One Tiny Turtle by Nicola Davies	<b>Where to Access Text</b>	<a href="http://www.amazon.com/One-Tiny-Turtle-Read-Wonder/dp/0763623113">http://www.amazon.com/One-Tiny-Turtle-Read-Wonder/dp/0763623113</a> ; Public Library
Text Description			
<p><i>One Tiny Turtle</i> introduces the Loggerhead Turtle life cycle. The book sequences the life cycle from hatchling to adulthood, egg-laying, and a new generation of loggerhead turtles. The book follows along in a clear sequential manner, incorporating a narrative with informational text features. Rich illustrations and figurative language provide visualization opportunities. The concepts of the wandering Loggerhead, new research on this reptile, and returning to “home” are presented.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	650L, DRA2 16-18, GLE 2.6	<b>Text Length</b>	32 pages with illustrations
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea of the text, the life cycle of a Loggerhead Turtle is shown throughout the text in sequence as it progresses from a hatchling turtle through her own laying of eggs.</p> <p>The Loggerhead Turtle is a newly studied reptile due to its elusive and wandering nature.</p> <p>The idea of a “home” for the Loggerhead Turtle, as she returns to her birthplace to lay her own eggs.</p>		<p>Illustrations reflect various settings throughout the story, from Loggerhead hatchling “nurseries,” deep waters, shallows, seaweed jungles, turquoise lagoons, ashore, back to the moonlit sea.</p> <p>Non-traditional informational facts are written in a wavy font, differentiating from the regular text. Informational facts support and deepen understanding as well as</p> <p>Structure is a hybrid narrative informational text. provide opportunities for extension/enrichment activities.</p>	
Prior Knowledge Demands		Language Features	
A little about the ocean, turtles, informational text features, and sequential order of events.		See vocabulary below, many challenging words.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p><i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i></p>		<p><i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i></p>	
<ul style="list-style-type: none"> <li>• Armor</li> <li>• Helmet</li> <li>• Breed</li> <li>• Munch</li> <li>• Compass</li> <li>• Nesting</li> </ul>	<ul style="list-style-type: none"> <li>• Mate</li> <li>• Ashore</li> <li>• Wriggle</li> <li>• Horizon</li> <li>• Skitter</li> <li>• Absence</li> </ul>	<ul style="list-style-type: none"> <li>• Tortoises</li> <li>• Terrapins</li> <li>• Reptiles</li> <li>• Species</li> <li>• Loggerhead</li> <li>• Current</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery</li> <li>• Nostrils</li> <li>• Shallows</li> <li>• Coral</li> <li>• Shoals</li> </ul>
Potential Reader/Task Challenges			
<p>The text content vocabulary and imagery can be quite challenging. The main idea of the text is about the life cycle of the Loggerhead Turtle, range and diversity of travel, and return to birthplace to lay eggs. As this is a narrative nonfiction text, some of the typical text features such as table of contents, diagrams, or text boxes are not included. The storyline switches point of view from a Loggerhead Turtle up to her laying eggs, then switches to the story of the newly hatched turtle’s return to the see. Students struggling with sequencing may need additional support with these areas.</p>			

Text-dependent questions		
Question	Standard alignment	Page of this document
On Page 8, how does the author describe the shell of a baby Loggerhead Turtle?	RI.2.1	4
What are some things the Loggerhead Turtle eats? Use evidence from the text to support your answer.	RI.2.1, RI.2.3	7
According to page 11, how do turtles breathe?	RI.2.5	9
Use the text and illustrations on pages 22 and 23 to describe the process of how a Loggerhead Turtle lays her eggs.	RI.2.3, RI.2.7	12
In the “About Turtles” introduction, the author states that, “Sea Turtles are great wanderers.” According to the text, how are sea turtles “great wanderers?”	RI.2.1, RI.2.2, RI.2.3, RI.2.6	15
Target Standards		
<ul style="list-style-type: none"> <li>• RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of a specific paragraphs within the text.</li> <li>• RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 specific topic or subject area.</li> <li>• RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text effectively.</li> <li>• RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe</li> <li>• RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>		

**Question 1**

<b>Question #1</b>	On Page 8, how does the author describe the shell of a baby Loggerhead Turtle?	
<b>Standard(s) covered:</b>	RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	A baby turtle’s shell is as soft as old leather. Just a little fish bite could rip it open.	<ul style="list-style-type: none"> <li>• Accurately answers the question stating that baby Loggerhead Turtle’s shell is soft and vulnerable/fragile</li> <li>• Understands that key details can be found within the text’s words and illustrations. (Using descriptive words from the text such as “soft as old leather”).</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to answer a question by locating key details in the text.	
<b>Prior knowledge to review</b>	Key details – small parts of the text that relate to main topic.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	

<p>1) Locate the part of the text that contains key words stated in the question. Ask yourself, "What words or illustrations in this section help me answer the question?"</p>	<ul style="list-style-type: none"> <li>• Hmm...I wonder which words I should be looking for in the text. The question tells me the information is on page 8.</li> <li>• The question is asking me specifically for how a "baby" turtle's shell is described.</li> <li>• I need to look for words that will help me find how the author describes a baby Loggerhead Turtle's shell.</li> <li>• I need to scan for the paragraph that includes information on "baby" and "shell"</li> <li>• Hmm. What do the words in that part say? Let me reread the words on the page.</li> </ul>
<p>2) Highlight the words you see.</p>	<ul style="list-style-type: none"> <li>• On page 8, the text says, "A baby turtle's shell is as soft as old leather. Just a little fish bite could rip it open." So I am going to highlight that part of the text.</li> <li>• Now I have two highlighted sentences that describe a baby Loggerhead Turtle's shell.</li> </ul>
<p>3) Record the answer to your question referencing key parts of the text.</p>	<ul style="list-style-type: none"> <li>• Now that I went back into the text to find what a baby Loggerhead Turtle's shell is like, I can record my answer.</li> <li>• I am going to write two sentences for the two descriptions the author gave on page 8. My highlighting will help me.</li> <li>• Looking at my highlighting, I am going to ask myself "What does a baby Loggerhead Turtle's shell look like?" (A baby turtle's shell is as soft as old leather. Just a little fish bite could rip it open.)</li> <li>• So, now I will write "A baby turtle's shell is soft as old leather. Just a little fish bite could rip it open." I think that answers my question fully. Let me go back and check.</li> </ul>

### Extension and practice

- If students are having difficulty, have them work in partnerships to discuss how a baby turtle’s shell is described.
- Students looking for enrichment can continue to incorporate the informational text feature to learn more details about turtle shells
- Have students illustrate or create a “bottle cap” sized turtle to better understand the size of a baby turtle as described in the text.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to answer a question by locating key details in the text.

See more examples of RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Objective: (Lesson objective goes here)

1. Locate the part of the text that contains key words stated in the question.
2. Ask yourself “What words or illustrations in this section help me answer the question?”
3. Highlight the words you see.
4. Record the answer to your question referencing key parts of the text.

<http://learnzillion.com/lessons/1955-answer-a-question-about-a-text-by-finding-facts-and-details>

**Question 2**

<b>Question #2</b>	What are some things the Loggerhead Turtle eats? Use evidence from the text to support your answer.	
<b>Standard(s) covered:</b>	RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	The Loggerhead Turtle eats crabs, shrimps, and clams.	<ul style="list-style-type: none"> <li>• Accurately answers the question stating that the Loggerhead Turtle eats any of the following: crabs, shrimps, or clams.</li> <li>• Understands that key details can be found within the text’s words and illustrations. (Using descriptive words from the text such as, “juicy clams,” or “shoals of shrimps.”)</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to answer a question by locating key details in the text, as well as make connections and synthesize information from different parts of the text.	
<b>Prior knowledge to review</b>	Key details- small parts of the text that relate to main topic. Connection – linking or joining together of two or more things.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Locate the parts of the text that contains key words stated in the question.	<ul style="list-style-type: none"> <li>• Hmm...I wonder which words I should be looking for in the text?</li> <li>• The question is asking me specifically what a Loggerhead Turtle eats.</li> <li>• I need to look for words that will help me find how the author describes what Loggerhead Turtle eats.</li> <li>• I need to scan for the paragraph that includes information on “food” and “eats”</li> <li>• Hmm. What do the words in that part say? Let me reread the words on the page.</li> </ul>	

<p>2) Stop and jot the located information on post-it notes or anchor chart.</p>	<ul style="list-style-type: none"> <li>• As I read each page, I will stop and jot on a post it what a Loggerhead Turtle eats.</li> <li>• On page 8, it says, “A Loggerhead Turtle eats tiny crabs and shrimps.”</li> <li>• I will record this information on my post-it note.</li> <li>• “Hmmm. I found a piece of information, but did I find it all? I better go back and look...”</li> <li>• On Page 15, it says, “She has come to eat crabs.”</li> <li>• Did I find all of the information? Let me go back and check.</li> </ul>
<p>3) Check to see that all of the information has been located. Record the answer to your question referencing key parts of the text.</p>	<ul style="list-style-type: none"> <li>• I am going to look through the whole book to make sure I included all of the information.</li> <li>• Oh wait! On Page 16, it says, “She finds juicy clams and shoals of shrimps.” I didn’t include that information, and I need to.</li> <li>• I have reread the book and I have located all of the information about what a Loggerhead Turtle eats.</li> <li>• I notice that even though baby Loggerhead Turtles and adult Loggerhead Turtles eat different sized crabs- they are still eating crabs. That information could be listed once.</li> <li>• Now that I have located all of my information, I will write down my answer. I will write, “A Loggerhead Turtel eats tiny crabs, shrimps, and juicy clams.”</li> </ul>

**Extension and practice**

- Students who are struggling can work together to make an anchor chart to support their understanding of what Loggerhead Turtles eat.
- For enrichment, students can research what types of food turtles eat either using additional informational texts or digital media information.

**What next?**

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to answer a question by locating key details in the text, as well as make connections and synthesize information from different parts of the text.</p>	<p>See more examples of how to teach answering a question by locating key details in the text, as well as make connections and synthesize information from different parts of the text.</p>
<p>Objective: (Lesson objective goes here)</p> <ol style="list-style-type: none"> <li>1) Locate the parts of the text that contains key words stated in the question.</li> <li>2) Stop and jot the located information on post-it notes or anchor chart.</li> <li>3) Check to see that all of the information has been located. Record the answer to your question referencing key parts of the text.</li> </ol>	<p><a href="http://learnzillion.com/lessons/1955-answer-a-question-about-a-text-by-finding-facts-and-details">http://learnzillion.com/lessons/1955-answer-a-question-about-a-text-by-finding-facts-and-details</a></p>

**Question 3**

<b>Question #3</b>	According to Page 11, how do turtles breathe?
<b>Standard(s) covered:</b>	RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text effectively.

Example response that meets standard	Look-fors
Turtles are reptiles and need to come up to the surface of the water for air. Turtle does this every four or five minutes when they are active, but when they are asleep, they can stay underwater for hours.	<ul style="list-style-type: none"> <li>• Student accurately identifies that the information is located in a different part of the text (text features) other than the main portion of the text.</li> <li>• Student identifies that turtles need to surface the water to breathe</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson you will learn to locate key facts and information by using a text feature.
<b>Prior knowledge to review</b>	Text features- Parts of a book created to help the reader find key details in a text.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Locate the parts of the text that contains key words stated in the question.	<ul style="list-style-type: none"> <li>• Hmm...I wonder which words I should be looking for in the text. The question tells me the information is on page 11.</li> <li>• The question is asking me specifically for how a turtle breathes.</li> <li>• I need to look for words that will help me find how the author describes a turtle breathing.</li> <li>• I need to scan for the paragraph that includes information on “turtle” and “breathe” or “breathing.”</li> <li>• Hmm. What do the words in that part say? Let me reread the words on the page.</li> <li>• The main portion of the text doesn’t really mention breathing...but up here in a different font and wavy lined print there is more information.</li> </ul>

<p>2) Ask yourself, "Is there any other information on this page? Is there a text feature that could help me understand better?"</p>	<ul style="list-style-type: none"> <li>• Looking at this additional information at the top of the page I notice the author made it different from the regular text.</li> <li>• It is in a smaller font and the words are written like they are on top of waves, setting it apart from the story line.</li> <li>• Sometimes as a reader, we can overlook or glance over parts of the text that "look different." But a great reader pours over everything on the page, and is careful not to miss any information in text features such as text boxes, diagrams, or bold print.</li> <li>• I wonder if the author added this information to deepen my understanding of turtles?</li> <li>• I wonder if I will find the answer to my question in this portion of text?</li> <li>• Yes! Right here in the text it says, "...turtles are reptiles and need to come up to the surface for air." (Record on post-it)</li> <li>• If I continue to read on it says, "They do this every four to five minutes when they are active." (Record on post-it)</li> <li>• It also says, "when they are asleep, they can stay underwater for hours." (Record on post-it)</li> </ul>
<p>3) Record the answer to your question referencing the text feature.</p>	<ul style="list-style-type: none"> <li>• Looking at all my post-its where I recorded how a turtle breathes, I am going to ask myself, "How do turtles breath?"</li> <li>• I have gathered all of the information located on page 11. Now I can record my answer.</li> <li>• I am going to write my three pieces of information that I found on page 11. "...turtles are reptiles and need to come up to the surface for air." ; "They do this every four to five minutes when they are active." ; and "when they are asleep, they can stay underwater for hours."</li> <li>• Now that I have answered my question, I am wondering...what other interesting information has the author included in this book that is presented similarly to this? I wonder what else I will learn?</li> </ul>

### Extension and practice

- Students may continue looking at additional parts of the text to “scavenger hunt” for more information on turtles presented in the text features.
- Students can look in other informational texts for text features (text boxes, bold faced words, diagrams, close ups, vocabulary words) and discuss how the text features help them to better understand the concept.
- Students can research and locate more information on how turtles breath (or other turtle facts) from additional resources.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to to locate key facts and information by using a text feature.

See more examples of how to teach to locating key facts and information by using a text feature.

Objective: (Lesson objective goes here)

1. Locate the parts of the text that contains key words stated in the question.
2. Ask yourself, “Is there any other information on this page? Is there a text feature that could help me understand better?”
3. Record the answer to your question referencing the text feature.

<http://learnzillion.com/lessons/1955-answer-a-question-about-a-text-by-finding-facts-and-details>  
<http://learnzillion.com/lessons/2046-use-text-and-illustrations-to-envision-what-the-author-is-explaining>  
<http://learnzillion.com/lessons/2007-locate-information-using-text-features>

**Question 4**

<b>Question #4</b>	Use the text and illustrations on pages 22 and 23 to describe the process of how a Loggerhead Turtle lays her eggs.	
<b>Standard(s) covered:</b>	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	The Loggerhead Turtle makes her nest away from the sea. She scoops the sand with her hind flippers to make a deep hole. She lays her eggs into the hole. Finally she covers the eggs up with sand.	<ul style="list-style-type: none"> <li>• Accurately explains the Loggerhead Turtle lays her eggs in a hole in the sand, and then covers the eggs with sand for protection.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn how to describe and summarize steps in a process by reading and examining specific images.	
<b>Prior knowledge to review</b>	Connection – Linking or joining together of two or more things. Series – Things one after another.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	

<p>1) Reread parts of the text that contain key words stated in the question.</p>	<ul style="list-style-type: none"> <li>• Hmm...I wonder which words I should be looking for in the text. The question tells me the information is on pages 22-23.</li> <li>• The question is asking me to explain the process of how a Loggerhead Turtle lays her eggs.</li> <li>• I need to look for words that will help me find how the author describes the process of laying eggs, starting at the first line.</li> <li>• Hmm. What do the words in these pages say? Let me reread the words on the page.</li> <li>• On page 22 it says, "The Loggerhead makes her nest where the sea won't reach."</li> <li>• It also says, "scooping carefully with her hind flippers...she makes a deep hole."</li> <li>• I will stop and jot this information down on my post it.</li> <li>• On page 23 it says, "inside she lays her eggs."</li> <li>• It also says, "afterward she covers them with sand to hide her nest from hungry mouths."</li> <li>• I will record this information also on my post it.</li> <li>• I need to be careful I record my information in the right order. I can put numbers on my post it notes to make sure I follow the events in order from beginning to end.</li> </ul>
<p>2) Use the illustrations to picture each step in a movie in your mind.</p>	<ul style="list-style-type: none"> <li>• Now I need to study the illustrations that support what I have read in the text.</li> <li>• I am noticing the Loggerhead uses her flippers quite a bit.</li> <li>• First to get to where she wants to make the nest, and then to make the nest.</li> <li>• The Loggerhead looks like she backs up to lay her eggs, and then covers them up with sand.</li> <li>• These illustrations help me to see the process of a Loggerhead laying her eggs.</li> </ul>
<p>3) Summarize the process in chronological order, telling what happens first, next, and last.</p>	<ul style="list-style-type: none"> <li>• I need to ask myself, "What additional information do the illustrations tell me about the process of the Loggerhead laying eggs?"</li> <li>• What information can I record from the illustrations?</li> <li>• The illustrations show the Loggerhead using her hind flippers to scoop out the sand, making a steep hole. I can see the hole is steep because only the top part of the Loggerhead is seen above the hole's surface.</li> <li>• The illustration on page 23 shows the Loggerhead covering her eggs after she has laid them, and her eyes are almost closed. It's almost as if the illustrator wants me to know the Loggerhead is very tired.</li> <li>• I can use the information from these illustrations to add details to my post its recorded above.</li> <li>•</li> </ul>
<p>4) Record your answer using the information gathered from both the text and illustrations.</p>	<ul style="list-style-type: none"> <li>• Looking at all my post-its where I recorded information from the illustrations and the text on how a Loggerhead lays her eggs, I am going to ask myself, "How does a Loggerhead lay her eggs?"</li> <li>• I have gathered all of the information located on pages 22-23. I have kept my post its in order to follow the process from beginning to end. Now I can record my answer.</li> <li>• If I use words like "first," "next," and "last" when I write, I will be letting my reader know that the process of laying eggs happens in a specific order.</li> <li>• I am going to write my information that I found from both the text and illustrations on pages 22-23. I will write, "First the Loggerhead uses her hind flippers to scoop out the sand, making a steep hole. Next she backs up to lays her eggs in the hole, which is her nest. Last she covers up her eggs with sand to protect them.</li> </ul>

### Extension and practice

- If students are having difficulty, have them work in partnerships to discuss the process of how a Loggerhead lays her eggs.
- Students looking for enrichment can continue to research how a Loggerhead lays her eggs.
- For a kinesthetic activity, students can practice digging holes in the sand while wearing “swim flippers”
- Students can make Loggerhead “nests” in the sand, practicing digging a steep hole, putting in ping pong balls, then covering the “eggs” with more sand.
- Students could use a graphic organizer or comic strip to sequence and illustrate the process of a turtle laying eggs.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to how to draw conclusions and describe a connection between steps in a text by reading and examining specific images.

See more examples of how to teach how to draw conclusions and describe a connection between steps in a text by reading and examining specific images.

Objective: (Lesson objective goes here)

1. Reread parts of the text that contain key words stated in the question.
2. Use the illustrations to picture each step in a movie in your mind.
3. Summarize the process in chronological order, telling what happens first, next, and last.
4. Record your answer using the information gathered from both the text and illustrations.

<http://learnzillion.com/lessons/2090-understand-important-ideas-in-a-text-by-analyzing-text-structure>  
<https://learnzillion.com/lessons/2039-use-information-in-illustrations-to-explain-key-ideas-in-the-text#>

**Question 5**

<b>Question #5</b>	In the “About Turtles” introduction, the author states that, “Sea Turtles are great wanderers.” According to the text, how are sea turtles “great wanderers?”
<b>Standard(s) covered:</b>	RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of a specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe

Example response that meets standard	Look-fors
Sea Turtles travel thousands of miles each year, often far from land. They travel far and wide for food. In summer the Loggerhead lives in cool seaweed jungles, and in winter, turquoise lagoons. The Loggerhead only returns to land to lay her eggs, and then returns far out to sea.	<ul style="list-style-type: none"> <li>• Sea Turtles travel thousands of miles in the ocean.</li> <li>• The Sea Turtle travels to find food to eat.</li> <li>• Sea Turtles only come on shore to lay eggs.</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson you will learn how to prove an author’s big idea by finding supporting answers the author makes in the text.
<b>Prior knowledge to review</b>	Key details- small parts of the text that relate to main topic. Main or “Big” Idea- what the text is all about. It gives the reader purpose for reading. Connection – linking or joining together of two or more things.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Reread a big idea that the author stated in the text.	<ul style="list-style-type: none"> <li>• Hmm, the author states a “Big Idea” right in the beginning of the book, that “Sea turtles are great wanderers.”</li> <li>• I know that the “Big Idea” is usually stated in the beginning of the book, and it gives me purpose as a reader. My job today is to find the details in the text that will support this “Big Idea.”</li> <li>• To answer this question and find my proof in the text, I am going to have to reread the whole book looking for information.</li> </ul>

<p>2) Read on, asking yourself, “Does this detail support the author’s big idea?”</p>	<ul style="list-style-type: none"> <li>• I notice it mentions on page 11, “Then she is gone, diving down into her secret life again.” This doesn’t tell me where she goes, but it does make me think about the fact that the Loggerhead is hard for scientists to study because they travel so much. I wonder if I can find more specific information as I read on?”</li> <li>• On page 16, it says, “Loggerhead wanders far and wide in search of food.” It also says, “In summer to cool seaweed jungles.”</li> <li>• Then on page 17, it says, “And in winter to turquoise lagoons, warm as a bath, where she can munch among corals.” I need to record this information!</li> <li>• On page 17 it says, “Loggerhead may travel thousands of miles, but she leaves no trace or track for you to follow.”</li> <li>• On page 21, it says, “Loggerhead has grown in her wandering years.” Does this support the big idea that the Sea Turtle is a wanderer? Yes! I need to record this.</li> <li>• On page 29 it says, “But now she dives under the waves and swims...Out into the arms of the ocean.” Even though this is speaking about the new baby turtle, does it support my “big idea?”</li> <li>• Even though the language here is beautiful and gives me such a great mental image of how the ocean is “home” to the Loggerhead, I am not sure it supports my big idea of the Loggerhead being a wanderer. So, I don’t think I will include this piece of information in my answer.</li> </ul>
<p>3) Jot down the details that support the big idea.</p>	<ul style="list-style-type: none"> <li>• Hmm. I am noticing two types of details that I found in my rereading of the book. I found statements such as on page 11, where it mentions a “secret life” and then I also notice details that tell me as the reader exactly where the Sea Turtle travels, such as from seaweed jungles and turquoise lagoons.</li> <li>• I need to ask myself, which details support the author’s big idea?</li> <li>• Since the big idea is specifically asking me about how Sea Turtles are “great wanderers” I am going to use the information that really answers that question, such as on Page 16, where I wrote down “Loggerhead wanders far and wide for food.”</li> </ul>
<p>4) Record your answer.</p>	<ul style="list-style-type: none"> <li>• I have reread the book, located and recorded my details.</li> <li>• I have also sorted through which details answer my “Big idea” specifically.</li> <li>• Now that I have all of my information that supports the author’s “Big Idea” I am ready to record my answer.</li> <li>• “I think that Sea Turtles are “Great Wanderers” because in the text it says, Loggerheads wander far and wide in search of food. It also says the Loggerhead travels from cool seaweed jungles to turquoise lagoons. It also says she wanders among the corals. She travels thousands of miles, and grows in her wandering years.</li> </ul>

### Extension and practice

- Students who are having difficulty locating information to support the “Big Idea” may work in partnerships to collaborate in locating and recording information.
- Students who are having difficulty organizing information could utilize a “Boxes and Bullets,” graphic organizer: the main idea is put inside the box while supporting details are listed underneath in “bullet” fashion.
- Students who are having difficulty organizing information could utilize a “Hand” analogy, placing main idea in the hand with supporting details on each “finger.”
- For enrichment activities, students can use maps or globes to identify to track the various locations where Loggerheads can be found in the world.
- An extension activity of locating the details in the text which support the concept of a “secret life” of a Loggerhead, and why they are so difficult to study could be included.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to how to prove an author's big idea by finding supporting answers the author makes in the text.

See more examples of how to teach how to prove an author's big idea by finding supporting answers the author makes in the text.

Objective: (Lesson objective goes here)

1. Reread a big idea that the author stated in the text.
2. Read on, asking yourself, “Does this detail support the author's big idea?”
3. Jot down the details that support the big idea.
4. Record your answer.

<https://learnzillion.com/lessons/2025-determine-the-main-idea-of-a-text-using-key-details#>

<http://learnzillion.com/lessons/2056-describe-how-an-author-supports-her-big-idea>