

OnRAMP: Main Idea and Theme

Climb the five thinking levels for a main idea or a theme, then write a global or reflective statement.



Grades 3 to English II

3. Choose the strongest answer

First choice: which answer should we pick?

- A** A class discussed whether recess should be longer and made a decision respectfully by voting.
- B** Mrs. Green's class listed reasons for a longer recess, reasons to keep it the same, and Lily's idea for a movement break, then listened to each other and voted with paper ballots.
- C** By gathering information, listening respectfully, and voting, the class practiced how communities have made fair decisions together since ancient Greece.
- D** A class talked about recess, and they voted.

WHAT STUDENTS DO

- Choose a passage and Main Idea or Theme.
- Pick one of five answers and see its thinking level.
- Climb one level higher, then write a global or reflective statement.

WHAT TEACHERS GET

Whole group. Tier 1 on the SmartBoard.

Support. Activate support now opens the thinking levels chart.

Replay. Play again with a new passage, or switch between Main Idea and Theme.

None of the answers are wrong; each shows a different level of thinking.

TEKS COVERED

TEXAS TEKS FOR THIS GAME

3.8(A) Infer the theme of a work, distinguishing theme from topic. 3.9(D)(i), 4.9(D)(i), 5.9(D)(i) Recognize characteristics and structures of informational text, including the central idea with supporting evidence. 4.8(A) Infer basic themes supported by text evidence. 5.8(A) Infer multiple themes within a text using text evidence. 6.7(A), 7.7(A) Infer multiple themes within and across texts using text evidence. 6.8(D)(i), 7.8(D)(i), 8.8(D)(i) Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence. 8.7(A) Analyze how themes are developed through the interaction of characters and events. English I 6(A) Analyze how themes are developed through characterization and plot in a variety of literary texts. English I 7(D)(i), English II 7(D)(i) Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion. English II 6(A) Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.

CHOOSE THE STRONGEST ANSWER

Five answers; none is wrong, each shows a thinking level.

Main idea or theme?

Main Idea

Theme

Grade 3 • Prepare • Module 1 • The Recess Question

What is the main idea of this passage?

Activate support now

MAIN IDEA OR THEME

Pick the mode, then read the question.

- The bell rang.
- "Recess!" Beth shouted.
- Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.
- The sun felt warm on Beth's face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another.
- "Push me higher!"
- "Catch me!"
- "Race you to the slide!"
- Beth smiled. Recess was one of her favorite parts of the school day.
- She ran toward the jump ropes where her friend Ava was waiting.
- "Want to jump?" Ava asked.
- "Of course!" Beth said.
- Ava and Beth began turning the rope together.
- "Ready?" Ava called.
- Their friend Max jumped into the middle.
- "One, two, three, four!"

READ THE PASSAGE

A real Teach BIG passage on screen.

TEACHER SUPPORT

Every statement is correct; each shows a different level of thinking. The thinking levels chart is one tap away.

Main idea thinking levels: The Recess Question	
Thinking Level	Statement
1. Remember (Recall)	A class talked about recess, and they voted.
2. Understand (Understand)	A class discussed whether recess should be longer and made a decision respectfully by voting.
3. Apply (Apply)	Mrs. Green's class listed reasons for a longer recess, reasons to keep it the same, and Lily's idea for a movement break, then listened to each other and voted with paper ballots.
4. Analyze (Analyze)	By gathering information, listening respectfully, and voting, the class practiced how communities have made fair decisions together since ancient Greece.

ACTIVATE SUPPORT NOW OPENS THE THINKING LEVELS CHART.

How to get it

Whole class, teacher only: \$3.99 per game, per year, as part of Writing Workouts (Tier 1 whole group)

Teacher + 25 students, every reading and writing game: RLA Learning LAB, \$99 a year

Also in Pick 3 (\$339) and Complete Set (\$479)



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